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ABSTRACT

The purpose of this diagnostic-prescriptive reading system (DPRS), proposed by Palm Beach County and the Florida Atlantic University and sponsored by the Florida Department of Education, was to provide classroom teachers with resources which would enable them to more effectively meet the individual reading needs of their students. This report details the following aspects of the system: reading objectives, teacher competencies, resources for generic competencies, student assessment, materials bank cards, record-keeping systems, teacher-training modules, and using and field-testing the DPRS. Appendixes include a teacher index, list of sources, bibliography, index of student assessments, glossary of terms, publishers' code, and phonetic key. (KS)

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DIAGNOSTIC PRESCRIPTIVE READING SYSTEM

DPRS

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Acknowledgement

This system is the work of an experienced staff of educators with a primary concern for students and their right to read. The staff firmly believes that the uniqueness of the indivudual as a learner requires that instruction be based on the diagnosed needs of students. These needs cannot be assessed unless the teacher has specific objectives clearly in mind. It is hoped that this system will help provide teachers with a framework for reading instruction.

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This system owes a debt to two other groups of educators who produced two earlier Catalogs of Reading Objectives. These forerunner editions provided the theoretical base and the pragmatic bank of objectives on which this third version depended heavily.

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Introduction

In an attempt to furnish the teachers of Florida with a diagnostic prescriptive system of teaching reading skills, the Florida Department of Education awarded a contract to Palm Beach County and Florida Atlantic University on May 20, 1975. During the summer of 1975, the following tasks were completed:

1. The Catalog of Reading Objectives produced at the University of South Florida and the one produced at Florida State University were merged into a new Catalog of Reading Objectives. Some criticisms given previously by Florida teachers influenced the rewriting. Teachers pointed out a catalog should have a pre-reading section and a perspnal reading section. They also wanted a catalog that was not too cumbersome to use. These first catalogs served well as starting points but much augmentation and deletion was needed before the final collection of reading objectives, K-12, were completed.

2. Each objective was assigned an identifying number from a coding system supplied by the State Department of Education.

3. Assessment items for each objective were written.

4. A materials bank for use with each objective was compiled. This compilation was based on a survey of teachers in Florida counties to determine commonly-used materials and current state adopted reading materials.

5. Three different record systems were created.

6. The competencies a teacher would need to use this System were identified.

7. Resources to help teachers acquire competencies were identified.

8. Six modules to help teachers use the System were written.

9. All materials produced were field tested in 14 Right-to-Read schools in Florida.

The purpose pf the DPRS is to provide classroom teachers with the materials which will assist in the implementation of a diagnostic prescriptive reading system, so that they may more effectively meet the individual instructional reading needs of their students. The necessity for individualizing reading instruction has been acknowledged for quite some time; but the materials for implementing a system that would enable teachers to do so has not been readily available to many teachers. This, then, is the primary purpose of the DPRS to provide teachers with the components of a diagnostic prescriptive system so that they may attempt individualization with a greater degree of success.

In addition, many counties in Florida , recognizing the need for diagnostic prescriptive reading systems, have begun to assemble the components of a system which will be used throughout their county schools. The DPRS was also developed in an effort to provide these counties with components that they might still have undeveloped, or wish to expand. The components of the DPRS were written in such a way as to make them independent enough from the total System so that each component could be extracted and incorporated into an already existing county system.

The DPRS was also developed with the overall intention of meeting the needs of teachers in a variety of teaching situations. The DPRS in not a raeding program. It is a diagnostic prescriptive system that is flexible enough to be adapted to many different kinds of reading programs. The focus, however, is on three major uses since most teachers will find that they fall into one of the following categories:

1. A teacher who is using a basal series as the basic instructional material and finds that there are components missing which are essential to the implementation of a comprehensive diagnostic prescriptive reading system.

2. Content area teachers who would like to integrate the teaching of reading skills relevant to their field into their instruction but who lack the training in the teaching of reading to do so without specific materials that will guide them.

3. Teachers who are currently using a diagnostic prescriptive reading system which was developed by the county in which they are employed, but who find that there are components missing which are essential to a comprehensive system; or the components simply need expansion to do a more effective job.

Despite the emphasis directed toward the above uses of the DPRS, the teacher should not interpret this as a limitation to other teaching situations. The DPRS components were written and organized for the divergent needs that exist in every reading curriculum. Since the Student Assessments, with accompanying Materials Bank Cards , cover levels K-12, if is conceivable that they may serve as additional resource material to special education teachers. middle amd high school teachers, and media specialists who assume responsibility for the teaching of reference skills.

There are seven components to the the Diagnostic Prescriptive Reading System:

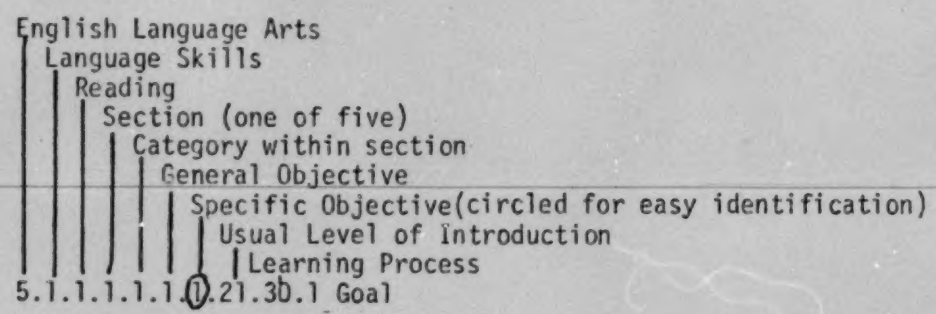
1. A Catalog of Reading Objectives, K-12
2. Student Assessments for each objective on the Catalog
3. A Materials Bank keyed to the objectives in the Catalog
4. Three Record Keeping Systems
5. Six Teacher Training Modules which instruct the teacher in the use of the DPRS
6. A Booklet of Teacher competencies necessary for diagnostic prescriptive teaching
7. A Booklet of Resources to help teachers acquire competencies

Catalog of Reading Objectives

The Catalog is a comprehensive set of reading objectives K-12, which is grouped into five general sections:

1. Pre-Reading Skills
2. Word Attack Skills
3. Comprehension Skills
4. Work-Study Skills
5. Personal Reading Skills.

Each objective is numerically based on the indexed code used by the State of Florida to identify and classify objectives, items and associated products. The numerical coding system is classified from the more general to the more specific as seen by the example below:



An index of common terms is included in the catalog so that you will be able to take a reading skill topic and locate the appropriate objective, assessement or Materials Bank reference. This Teacher Index refers you to one of the five sections of the catalog and the General Objective that deals with the skill. It helps you locate the Specific Objective that assesses the skill and indicates the level at which the skill is normally introduced.

The Teacher Index is a special index to enable the classroom teacher to get information from the catalog. Many reading skills may be designated by different terms, e.g.: phonic analysis for decoding skills. A teacher may find her reading program referring to a skill by a different term than the one used in the Catalog. The teacher's training may have led her to prefer a particular term. It is hoped that this cross index will enable her to find the skill she is looking for easily and without access to the complicated code if she prefers.

These are the headings on the Teacher Index:

Term	Section	Teacher Code	LI
Rhyming	Pre-Reading Skills	Auditory Discrimination 4,5	K

Term - This refers to a commonly used term for a reading skill. The term itself may or may not be used in the Catalog.

Section - This refers to one of the five sections of reading skills in the Catalog: Pre-Reading Skills, Word Attack Skills, Comprehension Skills, Work-Study Skills, and Personal Reading. The Table of Contents of the Catalog indicates the page on which this section begins in the Catalog.

Teacher Code - This gives the title of the General Objective for this skill. The number indicates which Specific Objective is available to assess the skill. The Teacher Code on this Index is the same as the one that appears on the Assessments and The Materials Bank in the Diagnostic-Prescriptive Reading System. Therefore it will aid the teacher in finding Assessments and filling prescriptions for the skill.

Level of Introduction - This indicates the grade level at which this skill is normally introduced. It does not indicate that this is the only grade level at which this skill may be used. The discretion of the teacher as well as knowledge of the student should ultimately determine the level of introduction.

Although this indexed code appears on every Assessment sheet, it is not necessary, or desirable, for teachers to attempt to memorize the code. The Teacher Code appears in the upper right hand corner of the Assessment sheet to provide quick identification of General and Specific Objectives.

The teacher should distinguish between the Teacher Code and the Teacher Index. The Teacher Code appears in the Catalog and in the upper right hand corner of each Assessment sheet and each Materials Bank Card. The purpose of the Teacher Code is to help the teacher locate information without using the State Code. The Teacher Index appears only in the Catalog. Its purpose is to help the teachers find skills that may be located using a different heading or category than they may be accustomed to.

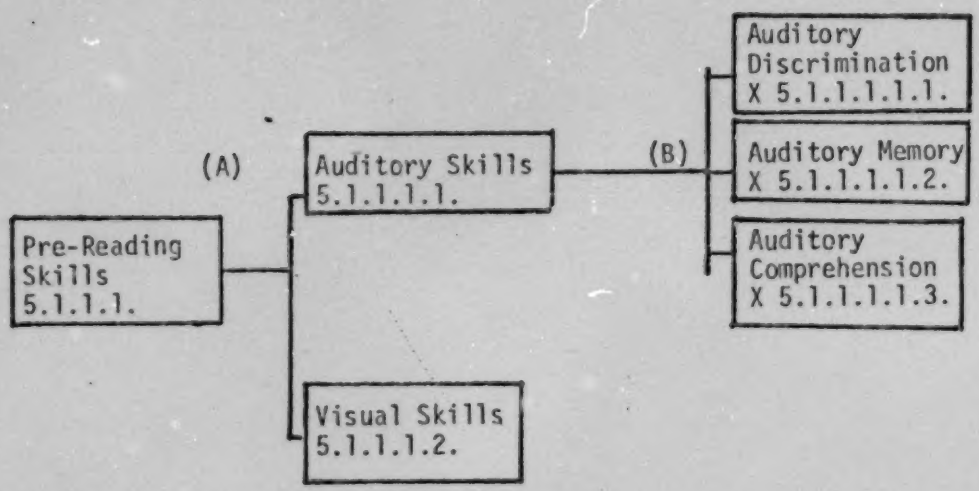
Before the Catalog was completed, both previous catalogs developed for Florida by the University of South Florida and Florida State University were analyzed in detail. The final set of objectives met these requirements:

1. The objectives were actually taught in schools.
2. The objectives were useful to children in reading selections they met in and out of school.
3. The objectives could be measured.
4. The number of objectives was reasonable for classroom instruction.
5. The objectives covered skills from kindergarten through high school.
6. The objectives required the learner to read, not spell. write or produce oral language.

The catalog is not a complete listing of all possible language objectives. Its isolation from the Language Arts area of communication is necessary for production of a reading system but is not desirable from an instructional viewpoint. As with most lists of objectives, there is a deficiency in providing for the affective domain. This catalog, like other instructional tools, depends on the classroom teacher for effective use,

The Domain Charts in the Catalog assist teachers in locating objectives quickly. There is a chart for each section of the Catalog : Pre-Reading, Word Attack (both Grapheme - Phoneme Relationships and other Word Attack Skills), Comprehension, Work-Study Skills and Personal Reading.

Once the correct Section is located, the Domain Chart for that Section can be used. In this example, Pre-Reading, the teacher is looking for objectives in Auditory Memory. Since the Domain Charts are in the order in which the Sections occur in the Catalog, and the General Objectives are located in the Domain Charts in the same order in which they occur in the Catalog, it is easy for the teacher to move into the Catalog pages and locate the General and Specific Objectives being sought.



(A) designates the Section of the Catalog - Pre-Reading and the category within that section - Auditory Skills. (B) designates the General Objectives for the skill category. The state code numbers for the General Objectives are preceded by an X so they are easy to locate.

In the Catalog body itself, the category is underlined twice:

5.1.1.1.1 Auditory Skills

The General Objectives under this category have one line typed under them:

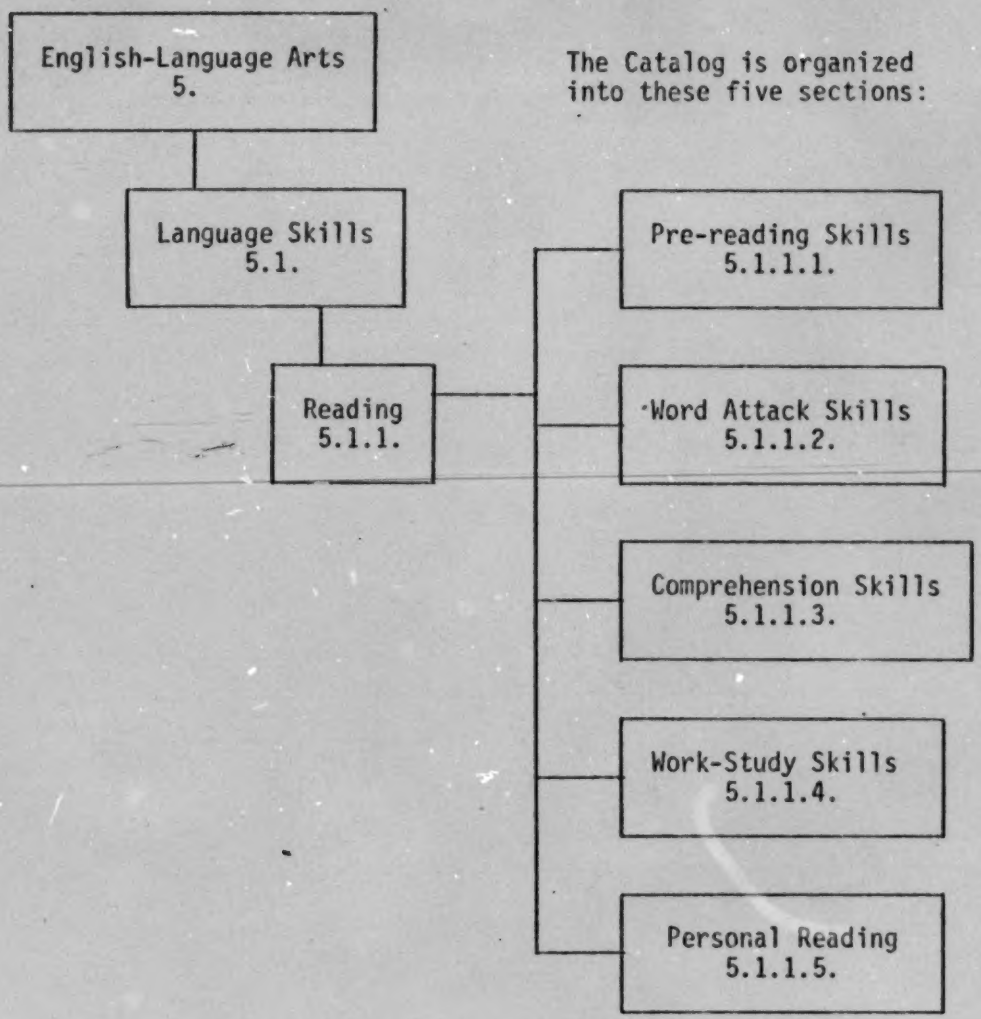
5.1.1.1.1 Auditory Skills
X 5.1.1.1.1.1 Auditory Discrimination

Once the General Objective has been located, the teacher must be able to focus on the specific skill needs of a student within the general objective. The Specific Objectives follow the General Objective immediately. The state code number for this type of objective is preceded by a P:

5.1.1.1.1 Auditory Skills
X 5.1.1.1.1.1 Auditory Discrimination
P 5.1.1.1.1.1.1 5.12.20.1 Given a two line verse that rhymes, the learner will identify the words that rhyme.

Each Student Assessment has both the General Objective and the Specific Objective printed on it in an identical manner.

Domain Charts



This is a sample Catalog page:

ENGLISH LANGUAGE ARTS 5.

LANGUAGE SKILLS 5.1

READING 5.1.1.

5.1.1.1. PRE-READING SKILLS

5.1.1.1.1. Auditory Skills

X 5.1.1.1.1.1. Auditory Discrimination - Given words, phrases, or sentences presented orally, some of which are alike, the learner will identify those that are alike.

P 5.1.1.1.1.1.(1) 12.20.1
Given a list of word pairs presented orally, some of which are alike, the learner will identify those that are alike.

P 5.1.1.1.1.1.(2) 12.20.1
Given a list of phrases presented orally, some of which are alike, the learner will identify those that are alike.

P 5.1.1.1.1.1.(3) 12.20.1
Given a set of sentences presented orally, some of which are alike, the learner will identify those that are alike.

P 5.1.1.1.1.1.(4) 12.20.1
Given word pairs presented orally, some of which rhyme, the learner will identify the word pairs that rhyme.

P 5.1.1.1.1.1.(5) 12.20.1
Given a two line verse that rhymes, the learner will identify the words that rhyme.

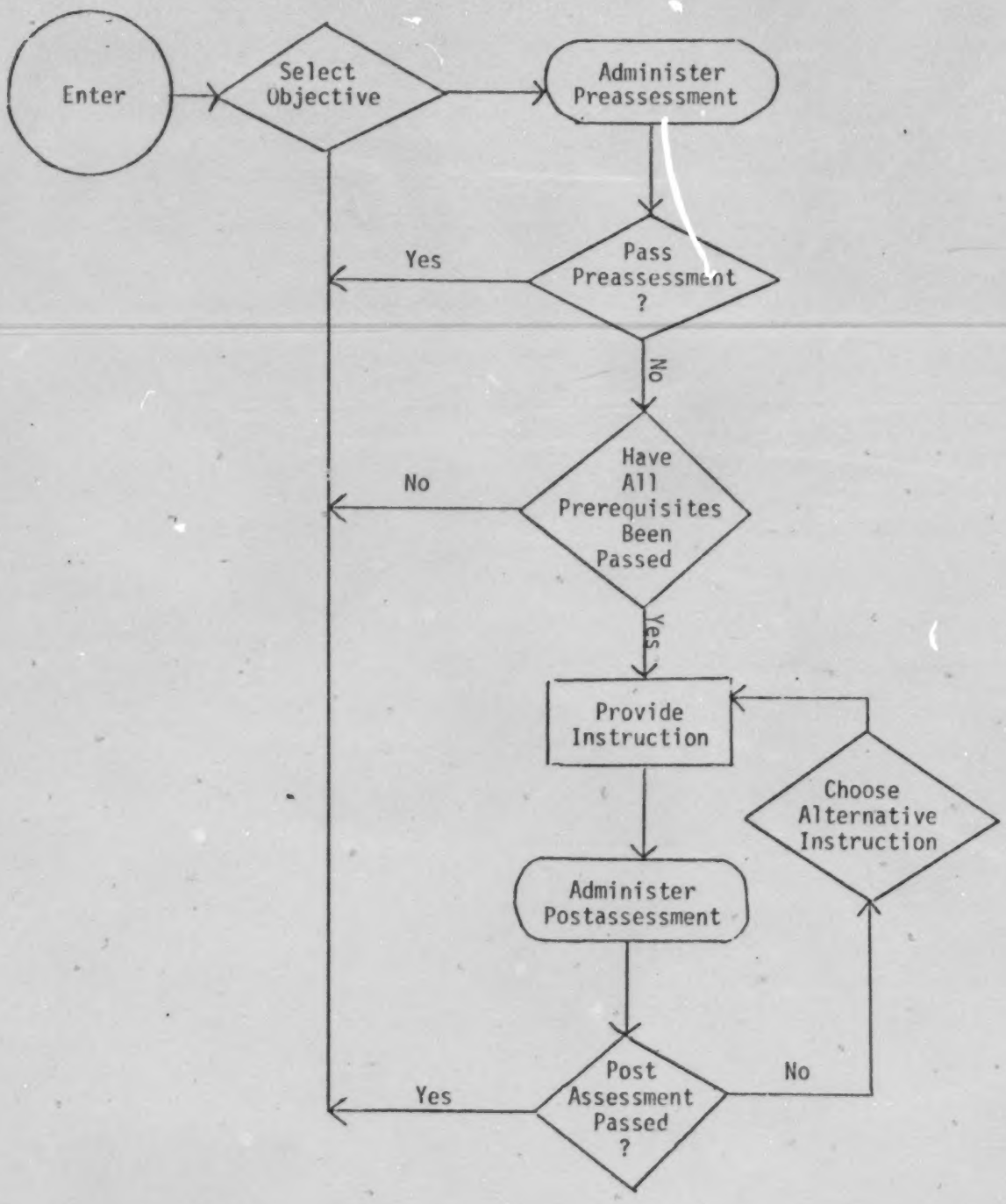
X 5.1.1.1.1.2. Auditory Memory - Given words, phrases, or sentences presented orally, the learner will repeat accurately the words, phrases, or sentences.

P 5.1.1.1.1.2.(1) 12.70.1
Given a word presented orally, the learner will accurately repeat the word.

P 5.1.1.1.1.2.(2) 12.70.1
Given a phrase presented orally, the learner will accurately repeat the phrase.

P 5.1.1.1.1.2.(3) 12.70.1
Given a sentence presented orally, the learner will acccurately repeat the sentence.

The major use of this Catalog of Reading Objectives is to provide the instructional objectives that will allow a student to learn in an individualized manner. This chart illustrates the movement of a student from a specific objective in this Catalog through the Diagnostic-Prescriptive Reading System which accompanies it, back to another Specific Objective:



A second use of the Catalog is to provide a bank of reading objectives which a school or county can use to develop a scope and sequence in reading instruction or a continuum of reading skills that will be applicable to its unique student population.

A third use of the catalog is to provide a base of objectives from which to judge the suitability of a reading program. A school or county could answer these questions about reading materials purchased for use:

1. Does this program teach skills in all five sections defined in the catalog?

2. Does this program provide the same longitudinal depth, kindergarten through high school, as the catalog?

3. Will supplementary materials in a particular skill area need to be purchased in addition to this program?

The catalog may also be used for Self-Study and Accreditation purposes.

Teacher Competencies

This second booklet in the System recognizes the importance of the teacher in instruction. Moburg* has identified the teacher's role as the crucial variable in the success or failure of any reading program. He assumes that the quality of a teacher's professional preparation, both preservice and inservice, contrubutes to this variabliity. One of the first steps in evaluating the quality of the teacher's preparation is a definition of the competencies we expect the teacher to use in those activities associated with the teaching tasks.

In order to use this system effectively, teachers require:

1. prerequisite competencies for teaching
2. competencies that are specific to this system of skills teaching
3. competencies that are generic to skilled classroom organization and management.

It is assumed in this booklet that teachers know reading skills and have some knowledge of the techniques employed in teaching them. Therefore this booklet does not contain that type of competency.

The competencies in this booklet are presented in three ways:

1. categorized with direct reference to the DPRS
2. coded into a single index system
3. coded into a multiple index system

Both of these index systems are from Florida Index **

* Moburg, L.G., Inservice Teacher Training in Reading, Newark, Delaware: International Reading Association, 1972.

** Florida Dept. of Education, Florida Index to the Numerical Identification and Classification of Educational Objectives: Tallahassee, Florida, 1972.

Resources for Generic Competencies

This third booklet identifies resources teachers can use to strengthen those competencies they are weak in. The resources are referenced to teacher behavior as well as student behavior:

1. goal setting for the teacher
2. meeting individual student needs
3. providing for a learning environment
4. providing a flexible instructional program
5. providing for student-teacher interaction
6. helping students become independent learners
7. demonstrating effective teacher behavior

However no identification of resources would be complete without providing teachers with resources for a second type of generic competency directly related to reading; the ability to understand the reader, the reading process and strategies for teaching reading. Therefore a second set of resources is grouped according to the Section of the Reading Domain identified in the Catalog of Reading Objectives developed for DPRS:

Broad Areas of Reading Instruction
Pre-Reading Skills
Word Attack Skills
Comprehension Skills
Work-Study Skills
Personal Reading

There is no intent to imply that any teacher or group of teachers could possibly use all the resources identified in this booklet. Instead, the intent was to provide a bank from which the teacher or group can pick and choose. Do you prefer films to modules? One skill or more than one skill taught? Theory? Practice? Both?

Each entry is annotated in the same manner:

1. Title
   Elementary Education Handbook for Students
2. Author
   Marshall
3. Source
   Southwest Minnesota State College
4. Price
   $0.75
5. Type of Resource
   Module
6. Description
   This is a handbook for students organized into competency packages including specifying objectives, selecting, preparing, and using materials, activities and reinforcement, determining condition of the learner in relation to objectives, organizing and managing the learning environment, and evaluative procedures.

The actual entry will look like this:

ELEMENTARY EDUCATION HANDBOOK FOR STUDENTS 75¢
Marshall
Southwest Minnesota State College module

This is a handbook.....etc.

To contact the source of the material, the reader is referred to the alphabetical List of Sources in the back of this booklet. It should be noted that the prices are approximate and represent the cost at the time of annotation. Sources should be contacted directly for more information on each resource and for accurate, current price information. For some entries, no price is known or an author may not be specified.

This is not an exhaustive listing of all possible resources for the teacher competencies that are identified in the DPRS or that could be used in reading.

There will be materials in common use in your school or county that should be an adjunct to this booklet. Teachers are encouraged to use materials that work, no matter the source of identification. It is hoped that this listing will provide materials, or sources of materials, for teachers, schools, and counties that have not already identified needed resources.

Although many of the materials were originally written for pre-service teachers, they are equally useful for inservice teachers. A staff development leader or Language Arts Reading Resource Teacher could coordinate the materials for workshops with little modification.

An attempt was made to provide resources that are simple to use and inexpensive for the small elementary school or the single teacher. Some consist of single modules for under $1.00. However, many school districts have long-term staff development programs administered by special agents. Programs encompassing more intricate and expensive materials are also included. Teacher Education Centers are probably another user of the more expensive, comprehensive programs identified.

Finally, an attempt was made to include material useful to the middle/junior high school and senior high teacher as well as the elementary teacher. As the teaching of reading focuses more surely on using reading as a tool for learning and living rather than a subject area in itself, more and more secondary teachers have become involved. It is hoped that some of these resources will answer their needs.

There was no intent to imply that any teacher or group could or would want to cope with all the competencies or resources identified. Do your own needs assessment. Set your own priorities. Choose the resource that most meets your needs.

Student Assessments

Each Objective in the Catalog has Assessments that measure a child's mastery of that particular skill. Some Objectives are measured at one readability level, and others are measured at more than one level. The decision was based on the appropriateness of the Objective for a particular level. Regardless of how many levels at which the Objective is measured, the teacher will always find four (4) Assessments for the level. Each Assessment will contain five (5) or ten (10) items. Mastery of the Assessment is designated at 80% (4 correct out of 5, or 8 correct out of 10). The scope of the reading levels measured covers skills from pre-reading through secondary (including those relevant to specific content areas, although they are not specifically identified as such). An Index card precedes each section of Assessment sheets. This card lists all the Specific Objectives measured by the Assessment sheets in that section. This Index facilitates locating and refiling Assessments.

Directly behind these cards are Assessment Sheets which can be used to assess student competency in the specific skills which relate to the general skill area.

There are four Assessments written for appropriate levels of each Specific Objective. The term Assessment refers to each of the four groups of five or ten Assessment Items located on the white sheets, called Assessment Sheets located behind the Materials Bank Card and the Index Card.

Below is an example of the information contained on an Assessment Sheet. The capital letters in parentheses which precede each piece of information should be matched with the definitions which follow the example. These letters do not appear on the Assessment Sheets used by the children.

(C) P 5.1.1.4.8.1.2.32.50.1 (A) Globe Skills #2

(B) I

(D) Given a globe with a scale, the learner will identify information supplied by the scale.

(E) Teacher Directions: Globe study should be accomplished with an actual globe. Substitute symbols from a globe in your classroom if there is a difference.

Student Directions: Using your own globe, answer the following questions.

(A) Indicates the Teacher Code which identifies the General Objective and is identical to wording on the Materials Bank Card The number indicates that it is the second Specific Objective relating to that General Objective.

(B) Indicates the readability level of the Assessment Items. A P assessment may appropriately be used in the primary levels, an I in intermediate levels, an M in middle school levels, and S in secondary levels. A K would indicate kindergarten level.

(C) Indicates the Catalog Number, also included on the Materials Bank Card.

(D) States the Specific Objective being assessed. This is also identical to the wording on the Materials Bank Card.

(E) States Teacher Directions, Student Directions or both. If the directions are underlined, the teacher should read them aloud

The answer to each Assessment Item is written on the back of the Materials Bank Card that precedes the Assessment Sheets. Mastery Level for each Assessment is considered 80% correct or better; at least four correct if there are five items and no less than eight correct if there are ten Assessment Items.

A suggested procedure for utilizing the Assessments within the System is as follows:

1. Decide in which major area (Pre-Reading Skills, Word Attack Skills, etc.) you wish to measure a student's mastery.
2. Refer to the Teacher Index in the Catalog of Objectives and locate the Teacher Code identification.
3. Use the Teacher Code to locate appropriate Assessments in the Skills Packet that you have selected.
4. Select and administer one or more Assessments for a pre-assessment of the skill you wish to assess.
5. If the student's performance on your pre-assessment is satisfactory, either proceed to a new objective at the same level, or assess him at a higher level of the same objective.
6. If the student does not perform satisfactorily on the pre-assessment, refer to the Materials Bank Card which is located in front of the Assessments you are using and decide which of the suggested materials can best meet your student's needs.
7. After teacher instruction and student practice, administer an alternate Assessment as a post-assessment to determine whether or not the student has mastered the skill.

8. If the post-assessment results indicate your student's mastery of the skill, record the results and choose between the two options stated in step 5.

9. If the post-assessment results indicate that the student has not mastered the skill, it will be necessary to redefine the task and recycle by selecting new and different instructional procedures.

10. If, after additional teacher instruction and student practice the student is still unable to master the skill, proceed to a different skill on a lower level. The teacher can explore reasons for the student's problem and return to the problem skill at a later time.

These steps suggest, rather than dictate, a procedure. Your own understanding of your situation and your students is the best basis on which to make decisions concerning your use of the DPRS Assessments.

Materials Bank Cards

Once skills needs have been accurately identified, the appropriate instructional material must be selected; otherwise, the teacher will not be prepared to teach the child the needed skills. Since many teachers do not have access to any type of materials list, the Materials Bank Card was developed to correlate with the Student Assessments in the DPRS. THere is a Card for every Objective in the System. It precedes the Student Assessments for which it suggests instructional materials to teach. Some Cards contain only one objective; others may cover a series of Objectives.

The Cards restate the Specific Objective and list state-adopted and commonly used instructional reading materials .

Look at the illustration below. This is an example of a Materials Bank Card. Each piece of information contained on the Card has a letter in parentheses next to it. These letters do not appear on the Materials Bank Cards. They are in this illustration to help identify the information's function on these Cards. After looking at the illustration for a few moments, read the legend that follows:

P 5.1.1.2.2.1.3.21.20.1 (A) Auditory Skills #3 (B) (C)

(D)
Given word pairs presented orally, some of which differ in the medial vowel sound, the learner will identify the word pairs that are different.

Materials Bank

(E) Publisher	(F) Materials	(G) Location	(H) RL	(I) IL
Harc Brac	Bookmark Reading Program	Level 3	I	I
Holt Rine	Basic Reading System	Levels 2-6	I	I
Lyon Carn	Young America	Levels 2-4	I	I
New Dime	Alpha Time		K-I	K-I
Scot Fore	Open Highways	Starter Concept Cards	I	I
		Little Picture Cards	I	I
	Reading System	Primer	I	I
		Level 3	I	I

(A) State code number for this particular Objective.
(B) Teacher Code for this General Objective
(C) Number that identifies which Specific Objective this Card accompanies.
(D) Specific Objective stated just as it appears in the Catalog.

(E) List of Publishers who have material that may help teach this skill.
(F) List of Materials by title since Publishers often produce more than one piece of instructional material (Scott-Foresman is an example on this Card).
(G) The Location of the activity that will assist the teacher in his instruction. (Example: It is the book at Level 3 in the Bookmark Reading Program that contains the activity for this objective.)
(H) The Readability Level of the material (as identified by the publisher).
(I) The Interest Level of this material (as identified by the publisher).

It is obvious, after examining the illustration and reading the legend, that there are two major functions of the Materials Bank Card. The first is to serve as a method of quickly locating the Assessments needed for a student; and the second is to provide possible sources of instructional material for the teacher to use when a child has not passed the Assessment for that Objective.

The ability to identify the information contained on the Materials Bank Card is only the first step in the utilization of this component in the DPRS. Certainly it is essential that the teacher be knowledgeable of the information, but it is the application of this knowledge in the diagnostic prescriptive system of teaching reading that is of utmost importance.

As an example, let us use a hypothetical case. John H, has taken the assessment for suffixes. He misses three of the five items on the Assessment. His teacher decides he needs help in mastering this skill. The teacher's first step should be to look at the Materials Bank Card that accompanies this Objective and study the suggested materials.

There are three factors the teacher must consider:

1. What is John's readability level?
2. What is John's interest level?
3. What is John's learning style?

John is in the fifth grade, but he has been retained once. He is physically, emotionally and socially more mature than most of the other students. He has not had very many successful experiences in school, so he lacks motivation and cannot work for long periods of time without becoming agitated. His instructional level is third grade, so his teacher must choose material wisely to help John.

Consider this Materials Bank Card:

Publisher	Materials	Location	RL	IL
All Flor	The Syllable Game		P-I	P-I
Ally Baco	Pattern and Sounds	4	I-M	I-M
Educ Deve	Aud-X	BA	2	P-I
		CA	3	P-I
		DEFA	P-I	P-I
	Go Books	BA	2	P-I
		CA	3	P-I
		FA	6	P-I
Field	Kaleidoscope Readers	2-8	3-9	I-M-S
Harc Brac	Bookmark Reading Program	2-1, 2-3, 3-1, 3-2	3	P
		Books 17, 18, 19	2-3	P
Holt Rine	Basic Reading System	Level 8, 9, 10, 11, 12	3	P
Imperial	Aural Reading Lab		4	4
Lyon Carr	Phonics We Use My Word Book 4	Book D	3-4	P-I

As you looked over the possible material to choose from, all of the information about John should pass through your mind. What material is within his readability level, interest level, and learning style? There are a number of pieces of material that you might consider. Perhaps John would like to work with "hardware". Boys often do. It may keep him motivated at least through a few lessons. The Kaleidoscope Readers would be another consideration. They were developed specifically for youngsters such as John (those who need high interest/low readability material). The information contained on the Materials Bank Card plus your understanding of John's unique needs must be combined before you can select the "right" instructional material for a child. What is "right" for one child, may not be "right" for another.

In conclusion, teachers must follow a set of basic procedures when using the Materials Bank Cards. They are:

1. Identify the specific needs through Assessment.
2. Study the materials available with these factors in mind: a) child's readability level, (b) child's interest level, c) child's learning style.
3. Select the materials that appear to meet all aspects of the child's learning personality.

The Materials Bank Card can be an extremely effective instrument when used properly. It suggests materials, but the teacher must bring his knowledge to the situation when making a decision about material.

What is the materials situation in your school? The question is not one-dimensional, you need to know more than how many materials you have access to. You need to know their organization, and whether or not they contain instruction in the skill area that you plan to teach. Where are these materials? Can you get to them with any degree of regularity? Can your students get to them? Is it material that they can relate to? Is it written so that students can work in it either independently or in small groups with a minimum amount of teacher explanation? Can you organize a procedure that will allow the students to use and take care of the materials?

If you are not sure of the materials that are available and appropriate for use in your reading program, you might design a materials inventory sheet for use in your school.

The following suggested form could be used for this purpose and should contain the following elements:

Inventory of Books & Materials _____ School

Date _____

Skill	Level Range	Title	Format	No. of Copies	Location
Phonics	1+	Phonics We Use-Book A	Workbook	20	Room 4
Comprehension	3-6	McCall-Crab Readers-Book 3	Workbook	10	Room 8
All	4+	Open Highways(Devel.)	Books & Workbooks	25	Room 11
(Equipment)	1-6	System 80	Machines	3	Room 2-7-12
Word Analysis-Compound Words	1-6	System 80 (programs)	Records & Slides	3 programs	Room 1-3-6
(Equipment)	1-6	Language Master	Machines	3	Room 5-6-10
Vocabulary	1-6	Lang. Master Cards	Cards	1 each of 4 sets	Room 6-7-8

Record-Keeping Systems

Three Record-Keeping Systems have been designed for the DPRS. Each system will track progress at the three levels: Individual, Class and School. Each system is designed with our role as a teacher, with its inherent burdens and limitations, in mind. Each system is designed to help the classroom teacher who is teaching too many children in too many different levels, is filling out too many forms that go to too many people, has too much to cover in too little time. and yet is too conscientious not to want to teach each child to the best of the child's ability.

The first of these systems is called the Flip-List System, so called because of its unique flip-sheet format. The second system is called the Profile System, as it actually profiles progress in the DPRS. The third system is the computer system, which makes it possible to tie the DPRS into a computer for record-keeping purposes. Each of these three record keeping systems will be dealt with separately in this System, however, since the Computer System contains technical information, it is suggested that only those teachers who are involved in setting up a computer-based system relate to this section.

The Flip-List Record Keeping System consists of three separate forms: The Student Record, the Class Record, and the School Record.

The Student Record in the Flip-List Record System contains a listing, in key phrases, of all the objectives, Specific and General, found in the DPRS Catalog. As in the Catalog, there are 5 sections, each occupying a separate flip-sheet:

1. Pre-Reading Skills
2. Word Attack Skills
3. Word Attack (Grapheme-Phoneme)
4. Comprehension Skills
5. Work Study Skills

It should be noted here that Grapheme-Phoneme Skills are really part of Word Attack Skills, but because of the uniqueness and large number of the objectives in this section, Grapheme-Phoneme Skills have been identified in the Word Attack Section. Each of these sections has a separate flip-sheet that contains the General and the Specific objectives listed on the left hand side of each page. Across the top of each page are the readability levels of the assessments in the skills Packet. These readability levels appear in the form of numbers (1,2,3 ...) which denote grade levels or letters, (K,P,I,M and S) which denote area levels: Kindergarten, Primary, Intermediate, Middle and Secondary. If a box is pre-shaded, this indicates that the objective is not being assessed at that level.

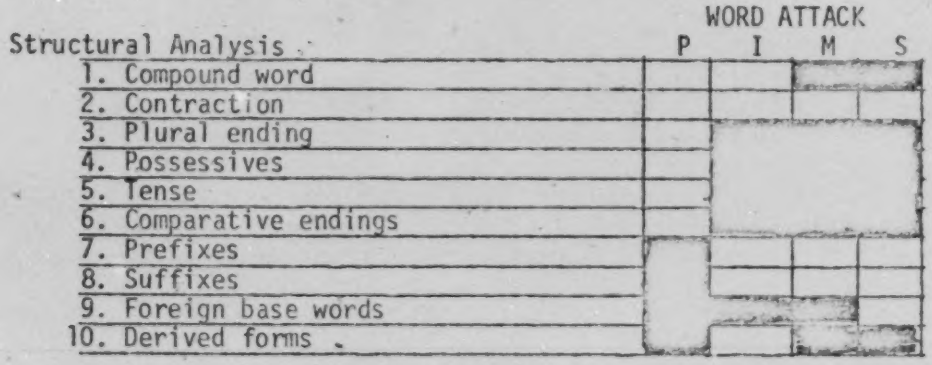
Basically, the procedure for using this form is that of a checklist. As objectives are deemed necessary to the overall strategy of instruction, Assessments are given, and if completed at the acceptable level a check or an x is put in the box for that objective at the readability level given. As all of the Specific objectives under a General objective are completed successfully, the box for the general objective may be marked off.

All of the other forms in this record keeping system deal only with objectives at the general level. Therefore, it might be helpful to shade or mark the General objective box in a different color when all the Specific objectives have been completed. This could aide in transferring information at the General objective level from one record form to another of this system.

A small portion or portions of this record may be transferred to a blank sheet, listing only the Specific and General objectives that the child is working on. As he completes the Specific objectives, he marks them in, until, through the completion of all of the Specific objectives, he can mark off a General objective.

This "mini-checklist" or "take home list" could well serve as a motivational tool for the child. It could be taken home when an area has been completed, and it would also be useful to the teacher in periodically updating the Student Record. The form for this "mini-checklist" has not been included in the record-keeping packet, as it seems best done by the teacher to fit his/her own style and purpose. A copy of of "take-home list" could be a filler in the student's report card envelope or the springboard for a parent-teacher conference on progress.

Example of Structural Analysis
in Word Attack Section of Student Record Form



The Class Record form is designed in the same format as the Student Record form. There are flip-sheets (one for each of the sections and the Grapheme-Phoneme Skills area). There is an additional sheet at the end for a listing of the class.

The Class Record deals in General objectives only. No Specific objectives appear on this record form. The General objectives are written in key words across the top of each sheet. The flip-sheets are arranged so that the class list always shows, even if the package is closed. It becomes a simple matter of tracking across from right to left from the child's name through the General objectives on the flip-sheets. There are spaces left for teachers' notations on each of the section sheets as well as the class list sheet.

The names of the children who are in the System are entered on the class sheet. As a child completes all of the Specific objectives under a General objective, follow across, from right to left, from his name and mark off the appropriate box under the General objective he has successfully completed.

The Class record is for the teacher's use. It can quickly point out areas where grouping for a specific skill may be possible. It also gives the teacher a quick look at the children generally.

Word Attack

Context clues
Shortened forms
Vocabulary relationships
Structural analysis
Accent
Syllabication
Blending
Letter names
Visual skills
Auditory skills
Sight vocabulary

The School Record also deals only with the General Objectives. As in the Class Record, the Objectives are broken down into the 5 Sections. The General Objectives appear at the top of each sheet. A sheet with provision for listing the grade levels in the school is included as the last sheet in the School Record package. There is no breakdown for each class within a level, rather the total grade level is dealt with as one.

Using the class sheets and compiling them, the number of students who successfully completed a General Objective is simply counted and entered in the box at the intersection of the class level and General Objective lines. Data would thus be reported in simple raw number form on the record.

This school record would have no validity and should not be used unless all of the students at a specific grade level or levels, or all of the students in a school are involved in the DPRS as the core of their reading program. All of the data is in raw number form, but can be translated into percentages.

The Profile System is the second Record-Keeping System and also has provisions for Student, Class and School Profiles to be kept.

The purpose of the Student Profile is to graph the progress of the student through the General Objectives of the DPRS. The Student Profile is printed inside a file folder. The left-hand column is the list of Gereral Objectives. The readability level appears across the top. Shaded areas of the grid indicate that the Objective is not assessed at that level. The small numbers in the grid indicate the number of Specific Objectives that are assessed at that readability level. The Student Profile has been designed to follow the student from year to year as he progresses through the DPRS.

With thoughtful classroom management, the Student Profile System requires a minimum of bookkeeping. After the teacher makes a general assessment of level needs, a General Objective is selected to fit or meet a student's or group's needs. Pre-Test Student Assessments of a Specific Objective are administered and scored. Now the actual record keeping begins.

The evaluated Student Assessment itself is the record of achievement at the Specific Objective level. No other record is kept; no list is checked. If the Student Assessment results are at an acceptable level, it is kept in the Student Profile folder; if not, the teacher files it in an instructional folder to use in group instruction.

Objectives are assessed and stored in the same manner until all of the Specific Objectives under a General Objective are acceptably completed. The number of Specific Objectives successfully completed by a student should correspond to the small number next to the General Objective on the Student Profile card. At this point the General Objective for that level is marked on the students record. The teacher may shift to a higher level of the same General Objective for instruction or may shift to a different General Objective at the same level as before.

For students who would profit from more frequent reporting or would benefit from watching their accomplishments being recorded, a Take Home Profile is suggested. This could consist of a very simple graph representing the General Objectives that the student is currently working on. The General Objective could appear on the horizontal axis, the vertical axis could have the number of spaces that would represent the Specific Objectives needed to complete the General Objective. As each Specific is successfully assessed, the student or teacher simply graphs in that box until all the Specifics under the General have been completed. This type of graph could also be useful for the content area teacher in isolating those skills that relate to his/her area, and keeping track of the students' progress on them. The form for this graph is not included in the Record Keeping Packet as it seems to be something that a teacher could vary according to his/her style and the specific purpose for which he/she is using the form.

It is desirable to graph in the Class Profile Record at the same time that the General Objective is marked off on the Student Profile, as once the assessment sheets are disposed of,there is no other record of achievement at that Specific Objective level.

In order to show growth over a year's period and allow for easy compilation of completed objectives, the Student Profile could be marked in contrasting colors every other year. An alternative suggestion is to outline the edge of the graph with a marker at the point the student was. A line similar to this could also be used to show the entry point of a student in DPRS.

EXAMPLE OF A SECTION OF STUDENT PROFILE RECORD FORM

DPRS Student Profile

Readability Level

General Objectives	K	1	2	3/P	4	5/I	8/M	11/S
Structural Analysis			6			5	2	3
Vocabulary Relationships			4			5	3	
Shortened Forms						3		
Context Clues			6			6	6	6
Literal Comprehension			11			11	11	11

Shaded squares-not assessed at that level.
Number in square-number of specific objectives assessed at that level.

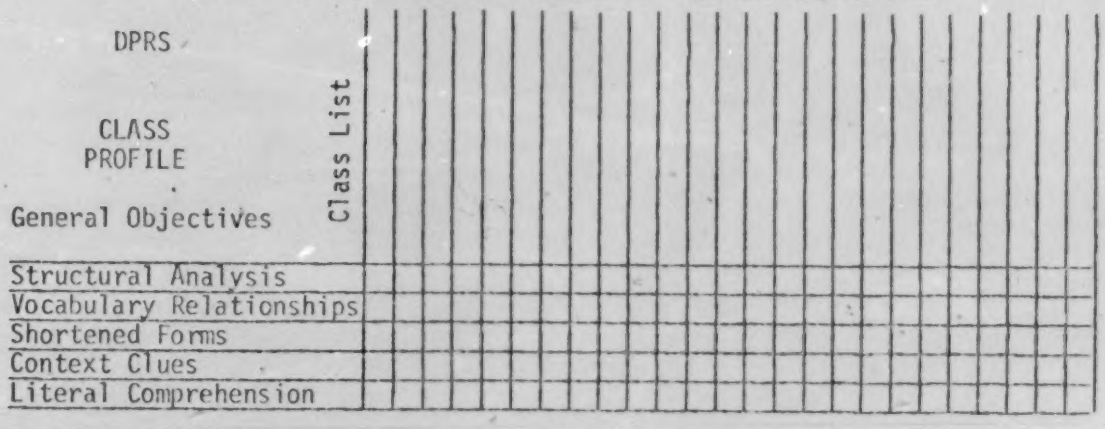
The purpose of the Class Profile is to give the teacher an overall look at the progress of his/her class. The Class Profile has the General Objectives listed across the bottom, and space for a class list down the left side. There is space for compiling, at the end of the year, the number of students that have completed a General Objective. This record is designed for one year's use only.

As was suggested in discussing the Student Profile, when all the Specific Objectives under a General Objective have been successfully assessed, the Student Profile can be filled in and the assessment sheets can be discarded. This is the same time that the Class Profile should be filled in. Simply graph the grid opposite the student's name over the General Objective.

If a teacher wishes to record the readability level of the assessments, this may be done on the Class Profile by using numbers instead of simply graphing in the grids. This might be done when the readability level was different from that indicated by grade placement.

At the end of the year the teacher can compile the number of General Objectives completed by the class to be grouped with the other classes at that grade level and reported on the School Profile.

EXAMPLE OF A SECTION OF THE CLASS PROFILE RECORD FORM



The School Profile, like the Class Profile, deals only with General Objectives. They are listed down the left side of the form, and space for a list of grades or teams is across the top.

If the School Profile is to be used, each teacher counts the number of students who have successfully completed each General Objective. These are entered on the Class Profile Sheet. It then becomes a simple matter of combining the figures by grade or level, and recording them on the School Profile.

The purpose of the School Profile is to give administrators a tool with which to analyze reading strengths and weaknesses as they apply to one school. This Profile has no validity unless all of the students at one or more grades or levels , or at a total school level, are involved in the DPRS as the core.

The data given on the School Profile is in raw number form. It may be converted to percentages by an administrator for further reporting to upper echelons. The School Profile reports by total grade or level, not by individual class level. Also, it should be remembered, that students who have completed a General Objective at a readability level other than their grade would indicate are included in the total count.

Teacher Training Modules

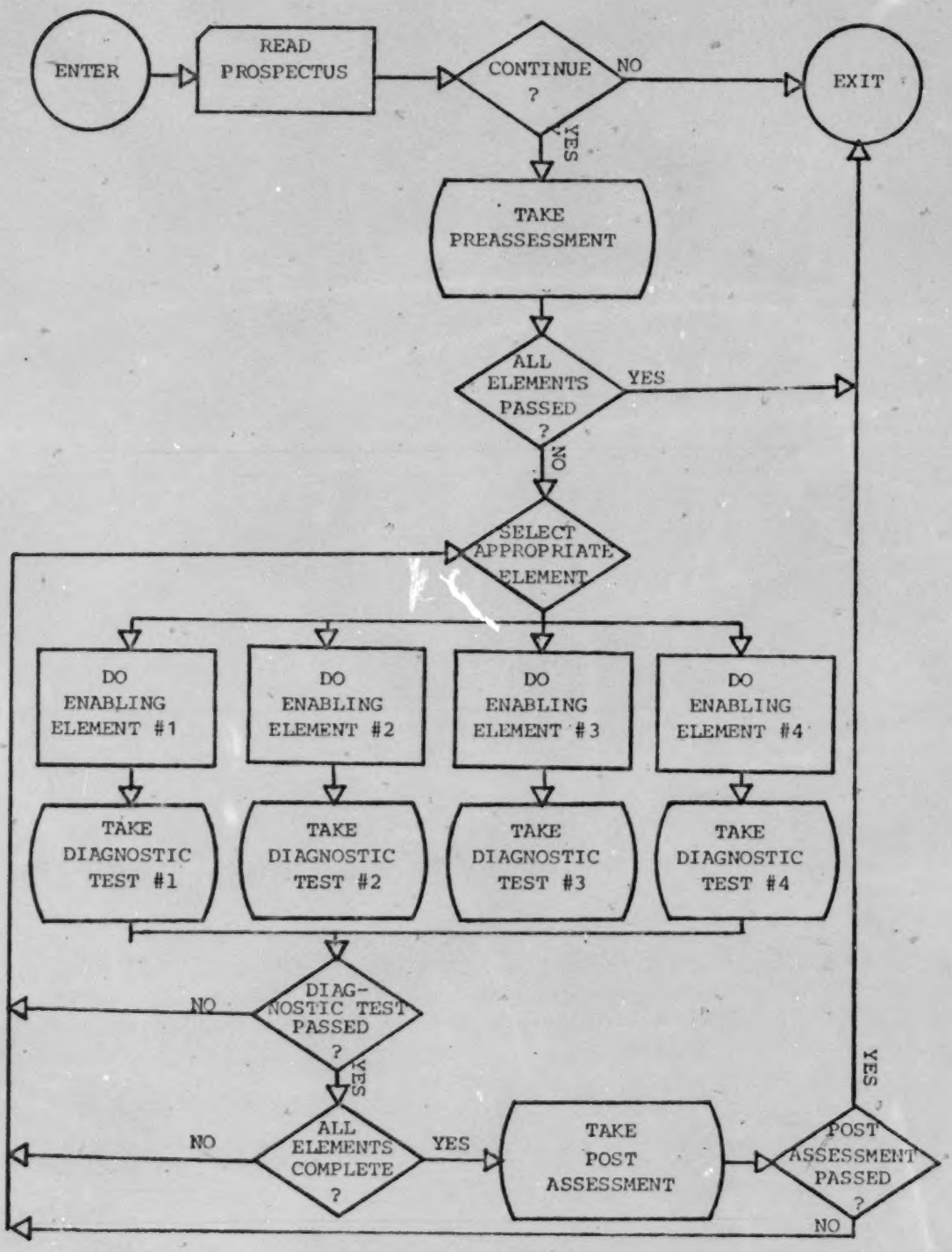
Six teacher training modules are associated with the DPRS:

I. Overview Module
II. Catalog of Reading Ovjectives Module
III. Assessment Module
IV. Materials Bank Module
V. Record Keeping Module
VI. Module for Managing the DPRS in the Classroom

The six modules have been arranged in a sequence considered by the writers to be most beneficial to you. It is possible to use some of the modules, as each describes just one component of the DPRS; however, to get a total picture of the System, it is strongly suggested that a teacher use every module.

The Flowchart illustrates the method of using each module for independent study.

FLOWCHART



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Using the DPRS

Teachers are operating at different levels of organization and knowledge. Some are using commercially developed skills programs. Some have county or school district scope and sequence materials with assessments and materials banks. Some have worked out an independent system. Some have never used any diagnostically prescribed system,, but still have their students working at appropriate reading levels. There are also all types of teaching situations: open classrooms, team teaching, self-contained classrooms, special reading classes, departmentalization, content area teaching, etc. It would be virtually impossible to suggest every way the DPRS could be used by each teacher.

The problem that most of us have is the organizational task of putting it all together: determining our objectives, finding appropriate assessment items, locating and choosing the proper materials and keeping a record for every student. The DPRS has put it together and it is available to every teacher. You can use as much of it as you wish.

A teacher who has searched for materials realizes the time-consuming job it entails and will be grateful for additional references to instructional material. Not only were the references chosen from the most recent state-adopted materials, but they include those materials recommended by teachers from all over the state.

The following questions are some that were asked by teachers during the field testing of the materials:

How can you use the DPRS if you are a classroom teacher using a basal series as your core developmental material?

In recent years textbook manufacturers have included a scope and sequence of skills, pre- and post-tests, and suggestions for moving a student along a continuum. If the basal reader you are using has these components, you should have little difficulty using the DPRS as a source of supplementary skills activities. For example, if a student does not master what he should after fininshing a basal reader, a teacher might locate the deficit skill in the DPRS, recycle the student through different material selected from the Materials Bank. and post-test the student using the accompanying Assessments. To give you a more graphic example, take a student who has worked in the Bookmark Series and has failed to master the main idea section of the final unit test in Widening Circles (the 3rd grade text). You could use the DPRS by:

1. looking up "main idea" in the Teacher Index in the Catalog of Reading Objectives

2. locating the Skills Packet in the DPRS which contains that Objective and Assessments at the appropriate readability level

3. using a pre-test if there appears to be a discrepancy between the readability level of the basal and the DPRS
4. looking through the Materials Bank references for material which is available in your school and is appropriate for the student's learning style, instruction level, and interest. (At this point, it might be advantageous to choose material with an approach different from that used in the Bookmark Series.)
5. using the appropriate readability level assessment instruments as a post-test after instruction

Whether you do this with one student or a small group who are deficient in the same skill, you are still "individualizing" to meet the specific needs of students.

Many teachers use basal series which do not identify and teach the specific reading skills such as those used in the DPRS. This use of out-of-adoption texts is probably due to lack of funds and, in many cases, can not be avoided. By using the DPRS as a total skills identification system, you may continue to use your basal and other materials for application and practice of the skills, which should bring you closer to a comprehensive reading program.

How can you use the DPRS if your county has developed its own diagnostic-prescriptive system?

If your county system has identified reading objectives and assessment items, but does not have a materials bank from which to draw ideas for instruction, you may find use only for the Materials Bank. If you are looking for new ideas on record keeping, one of the record keeping systems developed for the DPRS may be just the "thing" for you. There is always a need for more materials references and assessment instruments even if you have your own system.

However, it will be necessary to match your objectives with the objectives used in the DPRS in order to incorporate the DPRS effectively.

How can a content teacher use the DPRS?

You are the only one who knows your students, yourself, and your teaching situation well enough to be able to set meaningful, realistic reading goals for your classes.

Directional goals come only after a great deal of soul searching. How committed are you to teaching reading? How much time are you willing to devote to teaching reading? In which teacher role do you work best? Do you have comprehensive records of your students' reading abilities? What materials do you have available?

The more of these kinds of questions you can find answers to, the more definitive your goals will be. With no answers, you are stuck with a vague generality such as I SHALL PUT TOGETHER THE MOST EFFECTIVE READING PROGRAM FOR THE GOOD OF THE GREATEST NUMBER OF

STUDENT. There is nothing wrong with generalities as direction indicators, but they only point the direction, they don't do much toward getting you there.

How strong is your commitment to reading? How much time can you devote to reading? If you are a reading specialist in a secondary school in which the grass grows and the wind blows in accordance with the bell schedule, then the decision has been made for you. If you are an English teacher in a middle school, your commitment to reading must be tempered by your commitment to the other aspects of the English program. Traditionally the lower grade teachers devote more time to teaching reading skills than the upper grade teachers. Teachers who are members of teaching teams have to compromist their personal commitment to reading with those of the team members. Open school teachers have to come up with some sort of formula which relates the number of teachers involved, the number of students involved, the space involved with the amount of time devoted to reading.

What is your most effective role as a teacher? Are you a super organizer? Do you have a track record of performing motivation miracles with students on a one to one basis? Do you work well as a team member or are you a loner? Could you change? Do you feel a need to change? If you are a strong central figure who can give concise directions and deal effectively with large groups, then your method is going to be different from a quieter teacher who can make lights go on in the eyes of the painfully shy, introverted students.

What records do you have available to help you assess both individual and class reading needs? Are there cumulative folders with up to date reading information about your students? What assessment devices are available to you? Do you have your own prodedures for assessing a student's reading ability? If not, can you borrow from someone who does? It would seem logical to expect a functional goal to have a starting point and this is the kind of information that will tend to help supply you with a launching pad.

How well stocked is your school with reading materials? How accessible are they to you? Can you count on keeping a class set of reading materials for a month, or do you have to share them on a daily basis with seven other teachers? Do you have only one of a variety of materials or a lot of just one piece of material? If the former is the case, how accessible are duplicating machines? Does your school have money to spend on reading? If not, can you draw, cut and paste your own?

After the heavy process of evaluating your own situation, you are in a much better position to formulate some realistic goals which include answers to WHERE to start and WHAT to accomplish. The DPRS is ready to help you with the HOW.

It would seem logical to begin with the Teacher Index, because there you can discover several bits of information that will help you get into the system.

Suppose you decide on a plan of attack something like this:

You teach middle school English. You have decided that you want to begin (or continue) a systematic skills approach to teaching reading. You have looked over the cumulative folders for your students and have a rather vague concept of some of your students' reading levels. You feel a need for a more definitive listing of the specific skills you should plan to teach. Here is where the INDEX can help. In the Level of Introduction column you will find suggested reading levels at which each specific skill should be introduced. If, for example, the Index suggests that assessments for idiomatic expressions are available on the middle school level, then you might want to include a Pre-Assessment of your students' knowledge of idiomatic expressions as a part of your reading program. After making this decision, you could discover by looking under the Section column that the Assessments for idiomatic expressions would be in the Comprehension Packet. The Teacher Code column identifies the General Objective as understanding figurative language and it is behind that card in the Comprehension Packet that you would find Assessments for idiomatic expressions. The number in the Teacher Code column tells you which specific objective assesses idiomatic expressions. It would seem defensible for you to use one of these Assessments to pre-assess your students' competencies in the specific skill you plan to teach.

The procedure of gearing your instructional program to the skill which has been identified as applicable to a certain readability level is just one way of planning your program.

An alternative procedure might work better for a teacher who has a well established reading program and a clear picture of which skills he plans to teach. If he knows that he wants to assume responsibility for teaching synonyms, antonyms, and homonyms, he can locate the Assessment items for those specific skills. Finding Assessments for thoseobjectives is the same as if he had focused on the readability level of the skills.

Either method of entering the System will work. The first method guards against leaving instructional gaps. You know for sure, when you choose from all the objectives that have been suggested for a certain readability level that you have put together a defensible program: not the only program possible, but one which will work. This knowledge might provide a valuable security blanket for the teacher who is in the process of initiating a reading program. It may be a drawback for teachers who are using the system within a content area. It carries the danger of implying that the teaching of reading skills becomes a separate area of learning rather than an integral part of the content subject matter.

Some teachers know the reading skills they want to teach; so they pre-assess. When they detect weaknesses, they make the teaching of reading skills a homogeneous part of their instructional programs. The risk they run is that they might leave gaps in the reading skills progression of their students. The risks related to either approach can be circumvented by the teacher being aware of the dangers and using the good common sense a teacher can apply to the teaching situation.

What are the uses of the DPRS?

1. This system can be used as a staff development project for a teacher, a school or a system. There are sufficient resources to provide both short term or long term programs.

2. This system can be used by a district that has not yet defined reading objectives K-12.

3. This system can be used for accreditation.

4. This system can be used by Teacher Centers.

5. This system can be used as a base for pre-service training in Florida colleges and universities.

6. This system can be used to determine material needs for a reading program at any level.

7. This system can be used by teachers on a grade level or in a team to plan instruction for the school year.

8. This system can allow a content area teacher or team to determine which reading skills are necessary for that content area and what sources of materials are available to teach them.

9. This system can allow a school or county adminintrator to keep track of progress: put the E in PPBES.

10. This system probably has as many uses as there are good teachers to use it...

BUT THE PRIMARY PURPOSE OF THIS SYSTEM IS TO PROVIDE DIAGNOSTIC PRESCRIPTIVE READING INSTRUCTION FOR CHILDREN.

Is the DPRS a reading program?

No! It is a system of assessment with prescriptions, but it depends on all the reading materials you already have in your classroom and all the tried and true strategies you already use for implementation. It will help you determine your program. It will help you evaluate your program. It will help you implement your program. But it is not your reading program.

Is the DPRS a language arts program?

No! This system deals only with those skills necessary to go from the abstract symbol (the letter) to meaning. It does not deal with oral or written language or listerning skills. It does not provide the fun of wide reading for pleasure. It does not promote the values of literature. It is a tool in the reading program only.

Since the DPRS does not have an entry test, how do you enter a student into the system ?

In order for teachers to use any diagnostic prescriptive reading system effectively, they must have some method, procedure or instrument which will serve as an "entry" tool into the system. Since the DPRS does not provide an entry instrument, most teachers will rely on a variety of sources for the initial information they need to establish a child's instructional reading level and then move with this information to the appropriate General and Specific Objectives that should be selected from the DPRS for that particular child. The source that will be used most often, because of its availability, is the Reading Achievement Test that is administered each year throughout school districts. The reading scores that are recorded on these tests are a perfectly legitimate means for the teachers to use in the first steps taken toward entry into the DPRS, as long as the teachers who use these scores understand precisely what they mean and how to adjust them for the purpose of placing their students into the appropriate materials of the DPRS.

Teachers who elect to use the reading scores derived from standardized tests, must not forget that the scores recorded reflect the child's frustration level, not instructional! Consequently, if a teacher reads the following scores from "John's" cumulative record:

Vocabulary: 5.7 Comprehension: 4.0 Word Study: 5.0

the teacher must lower the scores by one grade level in order to come closer to John's actual instructional level in each of these areas. After this adjustment has been made the teacher may then proceed to locate the materials needed at John's true instructional level.

There are many valid methods, procedures and instruments that may be used for entry into the DPRS; but teachers must always be aware that instructional reading level is the first piece of information that must be determined before they can move successfully into the next level of assessing the student's needs.

How do you get a set of DPRS materials?

Materials may be purchased from:

Panhandle Area Educational Cooperative
PO Drawer 190
Chipley FL 32428

Complete sets may be purchased for approximately $50 or any portion of the materials may be purchased separately.

Field Testing the DPRS

The following field testing procedures were used to evaluate the materials produced for the DPRS:

Phase I: Evaluation by the project staff, the Review Committee and invited consultants during the production of the materials. This phase was completed by August of 1975.

Phase II: Short-term evaluation by the field test schools. This phase was completed by October, 1975.

Phase III: Long term evaluation by the field test schools. This phase was completed by May, 1976.

Phase IV: Evaluation by the general public.

During the production of materials for the Diagnostic-Prescriptive Reading System (DPRS), the project staff was faced with a number of decisions that were subjective in nature (Which readiness skills should be incorporated in the objectives? Which grapheme-phoneme relationships should be used? What phonetic key should be used? At what level should each objective be assessed? etc.) The composition of the project staff was carefully considered to provide the background and knowledge needed to make these kinds of decisions.

Characteristics of the Project Staff

Staff Member	County	Level	Teaching Area
Helen Austin	Palm Beach	Primary	Classroom
Priscilla Bennet	Palm Beach	Elementary	Media
Dr. Margaret Burgess	FAU	K-12	Reading
Joyce Davidson	Palm Beach	Primary	Classroom
Fern Frank	Palm Beach	Primary	Classroom
Caroline Grandy	Palm Beach	Primary	Classroom
David Howard	Broward	Middle School	Classroom
Mary Jassoy	Palm Beach	K-12	Reading
Dr. Jacqueline Knowles	Broward	Elementary	Classroom
Dr. Gloria Kuchinskas	Palm Beach	K-12	Reading
Paul Landrigan	Palm Beach	Elementary	SLD
Betty Mason	Palm Beach	Primary	Classroom
Diane McGriff	Palm Beach	Middle School	Science
Anne Parker	Palm Beach	Elementary	Reading
James Poole	Palm Beach	Secondary	History
Helen Robbins	Dade	Middle School	Reading
John Signer	Palm Beach	Middle School	English
Sarah Talbert	Palm Beach	Secondary	Reading

Some of the decisions made by this group were:

1) Except for some pre-reading assessments, objectives in this system should be assessed in actual reading tasks and in context, if possible.

2) The number of objectives assessed should be inclusive enough for classroom use K-12, but not so comprehensive that they are unmanageable by classroom teachers without specialization in reading.

3) The levels at which objectives should be assessed are defined by grade level (1,2 etc.) or by area (P,I,M, etc.)

The project also had the services of specialized personnel to help evaluate this decision making. Dr. Martha Cheek, then Reading Consultant, Florida Department of Education, and Burke Scisson, Florida Research and Development Program, assisted the project staff in determining whether the activities and decisions of the group met contract terms.

A third group assisted in the decision making process. The Project Review Committee was selected jointly by Dr. Martha Cheek and Dr. Gloria Kuchinskas from a list compiled by the State Department.

Project Review Committee*

Committee Member	County	Responsibility
Jacqueline Blank	Pinellas	Supervisor of Reading
Marilyn Neff	Dade	Consultant for Reading Programs
Lois Tjaden	Sarasota	Supervisor of Reading
Eleanor Todd	Escambia	Supervisor of Reading
Alice Woods	Polk	Coordinator of Reading

*Dr. Martha Cheek, Burke Scisson, and Dr. Gloria Kuchinskas also served as members of the Review Committee.

Some of the decisions made by the Review Committee were:

1) The use of actual words, rather than nonsense syllables to assess grapheme-phoneme relationships

2) The sections of the catalog

3) The pre-reading skills to be included in the catalog

4) The inclusion of Figurative Language Skills in the catalog

5) The recommendation to assess some skills in other than paper and pencil tasks

6) The recommendation to include as many group assessment procedures as possible.

The project staff also used a pragmatic approach to selecting objectives and assessments in Word Attack Skills. (What words were in common use at this time in state adopted texts? What were the words students were expected to read as evidenced by word lists in common usage? What were the recommendations of leading authorities in phonics?) The following references provided this type of information for the staff, in addition to state adopted texts:

1) Cheek Master Word List by Earl Cheek
Educational Achievement Corporation
Waco, Texas, 1974

2) Conquests in Reading by William Kottmeyer and Kay Ware
McGraw Hill, Inc.
New York, NY, 1962

3) Dr. Spello by William Kottmeyer
McGraw Hill, Inc.
New York, NY, 1968

4) Educational Developmental Laboratories Word List
McGraw Hill, Inc.
New York, NY

5) A Guide to Teaching Phonics by June L. Orton
Educational Publishers Service, Inc.
Cambridge, Massachusetts, 1964

6) Word Attack by Clyde Roberts
Harcourt, Brace & World, Inc.
New York, NY 1956

To determine the utility of the materials being prepared, the State Department of Education, under George Anderson's direction, and the Project Director, Dr. Gloria Kuchinskas, conducted a survey of the public school districts in Florida and the public colleges and universities to determine which counties had already begun to prepare this type of material, what material had been developed, and what interest there was in this project.

The interest of the public school systems was very high. Sixty-four percent of the counties responded to the survey. Of the group who responded, only 13% indicated that they had produced original materials for a diagnostic-prescriptive approach to reading instruction. (Some counties did indicate that they were using commercially prepared materials or materials prepared in another county.) Of the counties responding, 100% indicated interest in the results of the project. Seven colleges or universities responded to the survey. Again, 100% of the respondents were interested in the project.

These schools formed the field test sample:

RegionI:
Hutchison Beach Elementary School, Frank Brown, Principal
Gulf Breeze Middle School, Walter Karr, Principal
Florida A&M University School, Matthew Estaras, Principal

Region II:
San Jose Elementary School, Lurana Creveling, Principal
Hamilton Middle School, Harold Bethea, Principal
Greenville High School, Bill Adams, Principal

Region III:
Eustis Heights Elementary School, Joe Rivers, Principal
Jackson Jr. High School, C. Lamar Mercer, Principal
West Orange High School, Lester Dabbs, Jr., Principal

Region IV:
Palma Sola Elementary School, Elizabeth Rowan, Principal
Sarasota Hign School, Wilmer Banks, Principal

Region V:
Plantation Park Elementary School, Joseph Hodges, Principal
Okeechobee Jr. High School, Jerry Beggs, Principal
Atlantic High School, Earl Hawk, Principal

This sample included three schools in each region of the state: five elementary schools, four middle/junior high schools, and five high schools for a representative sample of schools K-12.

Regional workshops were held in each of the five regions by members of the project staff, who acted as Field Test Workshop leaders:

Region I: Dr. Margaret Burgess, Florida Atlantic University
Region II: Priscilla Bennett, Palm Beach County
Region III: Paul Landrigan, Palm Beach County
Region IV: Dr. Jacqueline Knowles, Broward County
Region V: Helen Robbins, Dade County

The Field-test Leaders met with representatives of each of the Field-test Schools in a central location for two days. During this time, materials were distributed, components identified and explained, field-test procedures defined and all questions answered. In addition, the Field Test Leader met for one-half day in each of the schools to further clarify procedures. The regional workshops were coordinated by the Right-to-Read Contact People in each county, whose help was indespensible:

Bay County - Clarence Pilcher
Santa Rosa County - Estelle Bonner
Florida A&M - Matthew Estaras
Okaloose County - Grace Manring
Duval County - Esther Miles
Hamilton County - Harold Bethea
Madison County - Stuart Fenneman
Lake County - Mary Olson
Orange County - Joy Monahan
Manatee County - Mary Fitzgerald
Sarasota County - Lois Tjaden
Broward County - Becky Williams
Okeechobee County - Dollie Markham
Palm Beach County - Jewel Cullom

Each of the Field-test Schools sent representatives to meet with the Project Director, Dr. Gloria Kuchinskas, at the following locations:

October 6, 1975 - Panama City - Region I
October 7, 1975 - Jacksonville - Region II
October 8, 1975 - Orlando - Region III
October 9, 1975 - Sarasota - Region IV
October 10, 1975 - Ft. Lauderdale - Region V

The background and implementation of the Field-test in each school are reported separately because of the variation in the type of teacher involved (reading, classroom, or content area teacher), the level of the school (elementary, middle/junior, or high school), and the support offered to the Field-test teachers (Language Arts/Reading Resource Teacher, County Reading Supervisor, Project Personnel in school, etc.).

1. Eustis Heights Elementary School — Eustis Heights, Florida
Joseph W. Rivers, Principal

This school contains grades K-5 and houses 550 students. The organizational pattern of this school allows for parental choices in that, at each grade level, there is at least one section of children in a self-contained class, and/or a two-teacher departmental team and/or a non-graded continuous progress environment. Each of these three "schools" is independent of the other. Children and teachers are in this environment because of their own choice (for the most part).

Thirty-seven percent of the students are black, 54% are on free or reduced lunch, and 73% are bussed.

The DPRS was field-tested by representatives of all three "schools." Teachers from grades 1, 2, 4, and 5 in the "Two-Teacher Team School", from grade 3 in the self-contained classrooms, and by five teachers in the Continuous Progress School. The principal and the guidance counselor also participated.

This school has already developed its own skills continuum with a reading skills record. They are in the process of revising both the reading and mathematics sections to incorporate them into an Early Childhood Comprehensive Plan.

2. Hutchison Beach Elementary School — Panama City, Florida
Frank Brown, Principal

This is an old school situated in a resort area. There is little industry and most of the school parents are involved in support services to the tourist industry. The student population is stable from year to year. The classrooms are self-contained from grades K-6. Most of the students can walk to school and ¼ are black. The faculty appears well-trained in reading. The entire faculty was interested in the DPRS materials although six assumed field-testing responsibilities. Each teacher will have a set of materials reproduced for use in the classroom.

3. Palma Sola Elementary School — Bradenton, Florida
Elizabeth Rowan, Principal

This school, containing grades K-5, is located in a white-collar residential area. Of the 630 students, about 8% are black. Ten percent of the students are disadvantaged, and 10% receive free lunches. The school is organized by grade level. The parents of the students are very cooperative, as evidenced by the school's PTA - one of the strongest in Manatee County.

Mary Ruth Fitzgerald, the R 2 R District Contact Person for Manatee County, was very enthusiastic about the project and directed the Field-test with Mrs. Rowan. Mrs. Fitzgerald explained the project to Manatee County's Elementary Director of Curriculum, Mr. Charles Woodson and the Superintendent. She provided back-up support for the project teachers. Using the DPRS modules, Mrs. Fitzgerald has duplicated them for the teachers, arranged for inservice points on Manatee County's Inservice Plan, and is personally conducting the workshops involved.

4. Plantation Park Elementary School — Plantation, Florida
Joseph Hodges, Principal

This school has four sections on each grade level K-5. There are 750 students in an area with a high number of upper-middle and professional parents. Few of the students evidence severe reading problems. The materials were used by one first grade teacher, one second grade teacher, one fourth grade teacher, and two fifth grade teachers in self-contained classrooms. Some teachers team teach. One teamed pair evaluated the materials.

Dr. Jackie Knowles, one of the project writers and a Field-test Leader, teaches in this school. She provided leadership and resource help for the faculty. The faculty appears well-trained in reading, but relies heavily on traditional methods and materials. Assessments were administered by the rest of the faculty, as well as the teachers responsible for the Field-test. Weekly meetings had been set up to implement materials.

5. San Jose Elementary School — Jacksonville, Florida
Lurana Creveling, Principal

This school is in the suburbs of Jacksonville and contains 600 students with a true cross-section of students from the lowest Socio-economic Status to the high professional level. Twenty-eight percent of the students are black. The school has a large number of Exceptional Child Programs, SLD, EMR, ED, and Gifted. The school contains only grades K-4. In the past, this school was pilot for the IMPACT program, a federal program using Words in Color and based on in-depth assessment and prescription. This has resulted in a faculty well-trained in reading and in diagnostic-prescriptive teaching. The first grade is self-contained and the rest of the grades are departmentalized with an hour and a half language arts block in which the students are grouped by reading achievement.

One or two teachers from each grade formed the Field-test team. They regularly met once a week with the principal to map progress in language arts. The principal expects this group to form a cadre of mini-resource teachers on each level for further implementation of the DPRS System.

6. Gulf Breeze Middle School — Gulf Breeze, Florida
Walter Karr, Principal

This school is a middle school with grades 6, 7, and 8. It is a small school and most teachers teach more than one level. The population is middle/upper in socio-economic level. The Assistant Principal, Mr. George Dahlgren, is functioning in curriculum areas and helping to lead the school in middle school concepts. They still maintain a fairly traditional Junior High School program, however. Three language arts teachers, two teaching 6/7 and one teaching 8, and two social studies teachers, 6/7 and 7/8, were involved in the Field-test.

7. Hamilton Middle School — Jasper, Florida
Harold Bethea, Principal

This school has 410 students in grades 5 through 8. Fifty percent of the students are black; 60% are economically deprived. Grades 5 and 6 use an interdisciplinary team approach which will be extended to grade 8 in the future. All of the faculty teach reading as well as a content area. Reading is taught in a 1½ hour language arts block.

The Field-test was conducted by fifth and sixth grade team members only, two mathematics teachers, one social studies teacher, one science teacher, and one language arts teacher. The R 2 R coordinator for the school has had training in IPI systems. One of the Field-test teachers is the wife of the county Superintendent. The faculty is considered knowledgeable in reading and middle school concepts.

8. Stonewall Jackson Junior High School — Orlando, Florida
C. Lamar Mercer, Principal

This school has 1330 students and 55 teachers. It is a traditional junior high school, with grades 7, 8 and 9, not a middle school. Eight percent of the students learned Spanish as a first language. The principal involved

content area teachers in the Field-test because he felt his reading teachers were already knowledgeable in reading, he wanted his content area teachers to learn by involvement, and his content teachers did not want experts telling them about the system. He involved only a small percentage of his faculty because he prefers to work from a small involved group. His reading teachers were very positive about the program but their reports are not included in the Field-test reports submitted by this school. Two language arts teachers, one business education teacher, a social studies teacher, and a mathematics teacher were used in the Field-test.

9. Okeechobee Junior High School — Okeechobee, Florida
Jerry Beggs, Principal

This county is very small with only five schools. This junior high school has 800 students in grades 7 and 8. The seventh grade faculty is involved in the P. K. Yonge model for a middle school developmental reading laboratory. Therefore, the eighth grade was involved in the Field-test. Three English teachers, the reading laboratory teacher, and the librarian were involved. Students underachieving in reading are in the majority in this school. They expect to move into a new plant next year.

The reading teacher has acted as a Language Arts/Reading Resource Teacher in this Field-test and has been receiving inquiries from the Superintendent and other school levels in this county about DPRS. She will act in the future as a resource for the county.

10. Atlantic High School — Delray Beach, Florida
Earl Hawk, Principal

This school has 3000 students in grades 9 through 12. For two years this school has been a Right to Read high school with extensive involvement of its R 2 R Coordinator who is English Department Chairperson as well as head of the Reading Department. Both the Principal and the Coordinator worked as resource people for Right to Read Workshops on the state level. The Coordinator was a writer on the DPRS project. This is the only school in Palm Beach County involved in the Field-test. The leadership for improvement in reading achievement is outstanding in this school.

The personnel directly involved in the Field-test were a science teacher, a mathematics teacher, a social studies teacher, an English teacher, and the Coordinator and Principal. A teacher workroom has been set up with the Materials Bank and actual materials as a resource for the faculty. The DPRS is to be used with all ninth grade students. Suitable portions of the material will be placed in each teacher's room to be used at the teacher's own pace.

11. Greenville High School — Greenville, Florida
Bill Adams, Principal

This school has 300 students from a very low socio-economic group, 75% of whom are black, in grades 9 through 12. There are two reading teachers in the school, one of whom works as a remedial reading teacher for students in the 20%ile or below. The other reading teacher acts as a resource teacher for the school. The faculty is already involved in weekly conferences with the resource teacher for specific help in content teaching of reading skills. A science teacher, a mathematics teacher, an EMR teacher, and the media specialist were involved in the Field-test with the reading teacher. Very positive support was given to the Field-test by the county reading supervisor, Stuart Fenneman.

12. Sarasota High School — Sarasota, Florida
Wilmer Banks, Principal

This is an inner-city school whose students range from poverty level to a high economic level. Of its 2100 students, 17% are black and 1% are Spanish. Thirty percent are bussed in, while others drive to school or walk. About 20% are disadvantaged. This is a traditional high school, containing grades 10, 11, and 12. It is very departmentalized, using homogeneous grouping, especially in Math, English, and Social Studies. In each department, however, many electives are offered, and these classes are usually heterogeneous.

The Assistant Principal, Dr. Cathy DeForest, is working in curriculum areas and is supplying strong leadership for the school. In addition, the Reading Supervisor, Lois Tjaden, is a member of the DPRS Review Committee. Therefore, the Field-test had strong administrative support. The reading teacher, the language arts chairman, an eleventh grade social studies teacher, a tenth grade science teacher, and an English teacher conducted the Field-test.

13. West Orange High School — Winter Garden, Florida
Lester Dabbs, Jr., Principal

This school is situated in a semi-rural area with 1200 students in grades 10 through 12. The school tests slightly below average in achievement and ability in comparison with the rest of Orange County. This is the smallest high school in Orange County.

The school has an Assistant Principal for Instruction to provide leadership in curriculum areas. The Field-test was conducted by the reading teacher, the chairman of the social studies department, a Spanish and social studies teacher, a social studies teacher, and the chairman of the mathematics department.

14. Florida A&M Elementary through High School — Tallahassee, Florida
Matthew Estaras, Principal

This is a university school and is dedicated to innovative and creative programs in grades K-12. The faculty is quite young and considered well-trained. There are two reading teachers in the school, one working in a

remedial capacity and the other moving toward her role as a Language Arts/ Reading Resource teacher. The reading teacher and a teacher in grades 2, 4, and 6 were directly responsible for the Field-test. Content teachers in secondary English, social studies, and science were involved indirectly by the resource teacher with evaluation of the DPRS.

The following teachers or administrators in each of the fourteen Field-test Schools examined each objective in the Catalog of Reading Objectives (DPRS) for comprehensibility and communicability:

Atlantic High School
Sally Talbert
Addie Hudson

Eustis Heights Elementary
Joan McRee
Roxieanna Ferguson

Florida A&M University School
Lillian Strickland
Barbara Rouse
Vestella Anderson

Greenville High School
Carolyn Junious
Lueva Demps

Gulf Breeze Middle
George Dahlgren
Sandy Raybern

Hamilton Middle
Marion Feusner
Dorothy Devane
Jackie Houston
Annie Williams
Queenie Dye

Hutchison Beach Elementary
Ellen Kearns
Frank Brown

Jackson Jr.
Anne Porter
Bob Ball

Okeechobee Jr. High
Steve Snyder
Diana Prillaman
Paula Misor
Lanie Johnson
Susan Smith
Jerry Beggs

Palma Sola Elementary
Barbara Harvey
Lael Wilson

Plantation Park Elementary
Sharon Ledwig
Novella McKinsey
Mary Smith
Darley Cameron
Lena Parsons

San Jose Elementary
Joyce Kennedy
Sondra Reynolds
Pauline Davis
Bertha Hall
Patricia Sanford
Lurana Creveling

Sarasota High
Fred Taylor
Judy Johns
Cathy DeForest

West Orange High
Ed Preach
Bobbie Ross
Bruce Smith

The materials in the current edition of the DPRS reflect the changes and additions suggested by the field test schools. To make the revisions, each packet of materials was given to a Reading Specialist for amendments:

Pre-Reading - Beverlyann Barton, Palm Beach County
Word Attack Skills - Judy Kurzawski, Palm Beach County
Grapheme-Phoneme Relationships - Mary Jassoy, Palm Beach County
Work-Study Skills - Dr. Jacqueline KNowles, Broward County
Comprehension - Anne Parker, Palm Beach County

In order to disseminate information about the DPRS and to receive further feedback from the general public, the System was presented at a series of conferences:

Sixth Annual Conference of the Florida League of Middle Schools, Ft. Lauderdale FL, October, 1975.

Florida State Annual Reading Conference, Orlando FL, October, 1975.

Reading Supervisors of Florida Meeting, Orlando FL, October, 1975.

Southeastern Regional Conference of the International Reading Association, Jacksonville FL February, 1976.

Appendix

Teacher Index

Term	Section	Teacher Code	LI
Abbreviations	Word Attack	Shortened Forms 1	P
Accent Marks	Word Attack	Accent 1-5	P
Acronyms	Word Attack	Shortened Forms 3	P
Adequacy	Comprehension	Critical Reading 4	I
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Association of Letters	Word Attack	Letter Names 3	P
Auditory Discrimination	Pre-reading	Auditory Discrimination 1-5	K
	Word Attack	Auditory Skills 1-3	P
Auditory Memory	Pre-reading	Auditory Memory 1-3	K
Author's Point of View	Comprehension	Interpretive Comprehension 5	I
Author's Purpose	Comprehension	Interpretive Comprehension 4	I
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		Interpretive Comprehension 9, 10	P
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	Comprehension	Interpretive Comprehension 2	I
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Context Processing Skills	Comprehension	Literal Comprehension 1-12	P
		Interpretive Comprehension 1-10	P
		Figurative Language 1-7	P
		Detecting Relationships 1-4	P
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Contraction	Word Attack	Structural Analysis 2	P
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		Interpretive Comprehension 1-11	P
		Detecting Relationships 1-4	P
		Figurative Language 1-7	P

LI: Level of Introduction of the skill; does not imply level of mastery of skill.
K: Kindergarten P: Primary I: Intermediate Grades
M: Middle School Grades S: High School Grades

Teacher Index Continued

Term	Section	Teacher Code	LI
Diagrams	Work-Study	Diagrams 1-4	I
Dictionary Skills	Work-Study	Dictionary Skills 1-7	P
Dolch Words	Word Attack	Sight Vocabulary 1	P
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Fact or Opinion	Comprehension	Interpretive Comprehension 2	P
Fallacies in Reasoning	Comprehension	Interpretive Comprehension 4,6	I
		Critical Reading 1-11	I
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Final Consonants	Word Attack	Final Consonants 1-22	P
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Graphs	Work-Study	Graphs 1-4	I
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Hearing Initial Sounds	Word Attack	Auditory Skills 1	P
Hearing Medial Sounds	Word Attack	Auditory Skills 3	P
Heteronyms	Word Attack	Vocabulary Relationships 5	P
Homonyms	Word Attack	Vocabulary Relationships 4	P
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		Auditory Comprehension 1-9	K
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Main Idea	Comprehension	Literal Comprehension 7	P
		Interpretive Comprehension 1	P
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95 Nouns	Word Attack	Sight Vocabulary 1	P
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Term	Section	Teacher Code	LI
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		Other Spelling Patterns for Vowels 1-18	P
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Reading for Information	Personal Reading	Wide Reading 1	P
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		Dictionary Skills 1-7	P
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Terms	Section	Teacher Code	LI
Table and Charts	Work-Study	Tables 1-4	I
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Use of Clues	Word Attack	Context Clues 1-6	P
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Verb Endings	Word Attack	Structural Analysis 5	P
Visual Discrimination	Pre-reading	Visual Discrimination 1-4	K
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Visual Memory	Pre-reading	Visual Memory 1-9	K
Vocabulary Relationships	Word Attack	Vocabulary Relationships 1-6	P
Vowel Digraphs	Word Attack	Variant Patterns for Vowels 1-9	P
Vowel Diphthongs	Word Attack	Variant Vowel Sounds 1-9	P
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List of Sources

This list provides information for teachers or schools wishing to purchase materials identified in this booklet. It also provides a list of available sources for teacher training resources in areas other than diagnostic-prescriptive teaching.

AIMS Instructional Media Services
Box 1010
Hollywood, CA 90028

Allegheny Community College
Pittsburgh, PA 15219

California State College
School of Education
Dept. of Teacher Education
Hayward, CA 94542

College of St. Scholastica
Dept. of Teacher Education
Duluth, MN 55803

Croft Educational Services
100 Garfield Ave.
New London, CT 06320

Far West Laboratory for Educational
Research & Development
1 Garden Circle, Hotel Claremont
Berkeley, CA 94705

Florida Atlantic University
College of Education
Boca Raton, FL 33432

Florida Dept. of Education
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Buffalo, NY

Teaching Resources Corporation
100 Boylston ST.
Boston, MA 02116

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Ogden, UT 84403

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Index for Pre-reading Packet

Specific Objective	Levels Assessed			
	K	1	2	
AUDITORY SKILLS				
Auditory Discrimination				
1. Word pairs	x	x		
2. Phrases	x	x		
3. Sentences		x		
4. Rhyming word pairs	x	x		
5. Rhyming verse		x		
Auditory Memory				
1. Word	x			
2. Phrase	x			
3. Sentence	x	x		
Auditory Comprehension				
1. Directions	x	x	x	
2. Main idea	x	x		
3. Main character	x	x		
4. Details	x	x		
5. Sequence	x	x		
6. Inferred information		x		
7. Outcome	x	x		
8. Missing Word	x	x		
9. Feelings	x	x		
VISUAL SKILLS				
Tracking Skills				
1. Symbol	x			
2. Letter		x		
3. Word		x		
4. Sentence		x		
Visual Discrimination				
1. Symbols	x			
2. Letters		x		
3. Words		x		
4. Phrases		x		
Visual Memory				
1. Pictures	x			
2. Pictures in sequence		x		
3. Symbols	x			
4. Symbols in sequence		x		
5. Letters		x		
6. Letters in sequence		x		
7. A word		x		
8. Words		x		
9. Words in sequence		x		

Index for Pre-reading Packet Continued

Specific Objective	Levels Assessed			
	K	1	?	
VISUAL SKILLS				
Visual Comprehension				
1. Details				
2. Missing parts	x			
3. Common characteristics	x	x		
4. Sequence	x			
Language Skills		x		
1. Picture concepts				
2. Sentence concepts	x			
3. Story sequence		x		
4. Language experience story		x		
	x			

Index for Word Attack Skills Packet
(Objectives for Grapheme-Phoneme Relationships only)

Specific Objectives	Levels Assessed			
	1	2	3	4
Initial Consonant Patterns				
1. b	x	x		
2. d	x	x		
3. f	x	x		
4. ph for /f/				x
5. g	x	x		
6. h	x	x		
7. j	x	x		
8. g for /j/			x	x
9. k		x	x	
10. c for /k/	x	x		
11. l	x	x		
12. m	x	x		
13. n	x	x		
14. p	x	x		
15. r	x	x		
16. s	x	x		
17. c for /s/		x	x	
18. t	x	x		
19. v		x	x	
20. w	x	x		
21. y		x	x	
Final Consonant Patterns				
1. b	x	x		
2. d	x	x		
3. ed for /d/		x	x	
4. f		x	x	
5. g		x	x	
6. dg for /j/			x	x
7. g for /j/			x	x
8. k		x	x	
9. ck for /k/		x	x	
10. l		x	x	
11. m	x	x		
12. n	x	x		
13. p	x	x		
14. r	x	x		
15. s	x	x		
16. c for /s/		x		
17. t	x	x		
18. ed for /t/		x		
19. v		x		
20. z		x		
21. s for /z/		x		
22. Doubled consonant			x	x

Index for Word Attack Skills Packet Continued
(Objectives for Grapheme-Phoneme Relationships only)

Specific Objectives	Levels Assessed			
	1	2	3	4
Unusual Consonant Patterns				
1. kn, lm, mb, wr			x	x
2. x, qu, gh, t			x	x
Short Vowel Patterns				
1. a	x	x		
2. e	x	x		
3. i	x	x		
4. o	x	x		
5. u	x	x		
Long Vowel Patterns				
1. CV /ā/		x	x	
2. CVVC /ā/		x	x	
3. CVC$\not{e}$ /ā/	x	x		
4. CV /ē/		x	x	
5. CVVC /ē/	x	x		
6. CVC$\not{e}$ /ē/			x	x
7. CV /ī/		x	x	
8. CVVC /ī/			x	x
9. CVC$\not{e}$ /ī/	x	x		
10. CV /ō/	x	x		
11. CVVC /ō/		x	x	
12. CVC$\not{e}$ /ō/	x	x		
13. CV /ū/ (accented)			x	x
14. CVC$\not{e}$ /ū/			x	x
Other Spelling Patterns				
1. ea for /e/		x	x	
2. schwa (unaccented syllable)		x	x	
3. ay or ai for /ā/	x	x		
4. ey or ei for /ā/			x	x
5. y for /ē/	x	x		
6. ie for /ē/			x	x
7. igh for /ī/		x	x	
8. y for /ī/		x	x	
9. ow for /ō/		x	x	
10. CVC (long vowel sound)		x		
11. oi or oy for /ȯi/		x	x	
12. ou or ow for /au/		x	x	
13. oo, u, or ou for /u̇/		x	x	
14. aw or au for /ȯ/		x	x	
15. a for /o/		x	x	
16. o or ou for /ü/			x	x
17. oo for /ü/		x	x	
18. o or ou for /ȯ/			x	x
19. ew, eu, or ue for /u̇/		x	x	

Index for Word-Attack Skills Packet

Specific Objectives	Levels Assessed					
	1	2	3/P	5/I	8/M	11/S
SIGHT VOCABULARY						
Sight Vocabulary	x	x	x			
DECODING SKILLS						
Auditory Skills						
1. Initial consonants	x	x				
2. Final consonants	x	x				
3. Medial vowels	x	x	x			
Visual Skills						
1. Letter	x					
2. Word	x					
3. Sentence	x					
Letter Names						
1. Upper-case manuscript	x					
2. Lower-case manuscript	x					
3. Matching	x					
Blending						
1. Consonant + vowel	x	x				
2. Vowel + consonant	x	x				
3. Vowel + consonant blend	x	x				
4. Consonant blend + phonogram	x	x				
5. Initial consonant substitution	x					
6. Final consonant substitution		x				
Syllabication						
1. Two consonants			x	x		
2. Single consonant			x	x		
3. Blending			x	x		
4. Prefix			x	x		
5. Suffix			x	x		
6. Common ending			x	x		
Accent						
1. First syllable				x	x	
2. Compound word				x	x	
3. Base word with prefix				x	x	
4. Base word with suffix				x	x	
5. Primary and secondary accents				x	x	
STRUCTURAL ANALYSIS						
Structural Analysis						
1. Compound word			x	x		
2. Contraction			x	x		
3. Plural ending			x	x		
4. Possessive			x	x		
5. Tense			x	x		
6. Comparative ending			x	x		
7. Prefix			x	x	x	x
8. Suffix			x	x	x	x
9. Foreign base word						x
10. Derived form					x	

Index for Word-Attack Skills Packet Continued

Specific Objectives	Levels Assessed					
	1	2	3/P	5/1	8/M	11/S
VOCABULARY RELATIONSHIPS						
Vocabulary Relationships						
1. Common characteristics			x	x		
2. Synonyms			x	x	x	
3. Antonyms			x	x	x	
4. Homonyms			x	x	x	
5. Heteronyms				x		
6. Multiple Definitions			x	x	x	x
SHORTENED FORMS						
Shortened Forms						
1. Abbreviation			x	x		
2. Symbol				x		
3. Acronym				x	x	
CONTEST CLUES						
Context Clues						
1. Missing Word			x	x	x	x
2. Definition Clue			x	x	x	x
3. Synonym Clue			x	x	x	
4. Familiar Expression Clue				x		
5. Comparison or Contrast Clue			x	x	x	
6. Summary Clue			x	x		

Index for Comprehension Packet

Specific Objectives	Levels Assessed			
	3/P	5/1	8/M	11/S
Literal Comprehension				
1. Who	x	x	x	x
2. What	x	x	x	x
3. Where	x	x	x	x
4. When	x	x	x	x
5. How	x	x	x	x
6. Why	x	x	x	x
7. Main idea - first sentence	x	x	x	x
8. Main idea - body	x	x	x	x
9. Main idea - last sentence	x	x	x	x
10. Written directions	x	x	x	x
11. Sequence	x	x	x	x
12. Best title	x	x	x	
Interpretive Comprehension				
1. Inferred main idea	x	x	x	x
2, Classification of ideas	x	x	x	x
3. Predicted Outcome	x	x	x	x
4. Author's purpose		x	x	x
5. Summarizing	x	x	x	x
6. Point of view	x	x	x	x
7. Pronoun referent	x	x	x	
8. Signal words	x	x	x	
9. Conclusions	x		x	x
10. Character's emotions	x		x	x
11. Mood		x	x	x
Figurative Language				
1. Metaphor	x	x	x	x
2. Simile	x	x	x	x
3. Hyperbole		x	x	x
4. Personification		x	x	x
5. Alliteration		x	x	x
6. Onomatopoeia		x	x	x
7. Idiomatic expression		x	x	x
Detecting Relationships				
1. Cause or effect	x	x	x	x
2. Analogy	x	x	x	x
3. Time relationship	x	x	x	x
4. Comparison or contrast	x	x	x	x
Critical Reading				
1. Author's qualifications			x	x
2. Fact or opinion	x	x	x	
3. Real or imaginary	x	x	x	x
4. Adequate information		x	x	x
5. Name Calling		x	x	x
6. Glittering generalities		x	x	x
7. Testimonial		x	x	x
8. Transfer		x	x	x
9. Plain folks		x	x	x
10. Bank wagon		x	x	x
11. Card stacking		x	x	x

Index for Work-Study Skills Packet

Specific Objectives	Levels Assessed				
	3/P	5/I	7/M	11/S	
Alphabetizing Skills					
1. Alphabetical order	x	x	x		
2. References	x	x	x	x	
Dictionary Skills					
1. Guide words	x	x			
2. Pronunciation	x	x	x		
3. Word origin			x	x	
4. Illustrations	x	x			
5. Cross references		x			
6. Inflected forms		x	x		
7. Definitions	x	x			
Reading Tables					
1. Purpose	x	x	x		
2. Information	x	x	x		
3. Comparative amounts	x	x	x		
4. Inferred statements	x	x	x		
Reading Diagrams					
1. Purpose	x	x	x		
2. Information	x	x	x		
3. Comparative amounts	x	x	x		
4. Inferred statements	x	x	x		
Reading Graphs					
1. Purpose	x	x	x		
2. Information	x	x	x		
3. Comparative amounts	x	x	x		
4. Inferred statements	x	x	x		
Reading Texts					
1. Title page	x	x			
2. Table of contents	x	x			
3. Illustrations	x	x			
4. Introduction		x	x	x	
5. Chapter summary		x	x	x	
6. Bibliography			x	x	
7. Glossary	x	x	x		
8. Footnotes			x	x	
9. Appendix			x	x	
10. Copyright date		x			
11. Appropriate reference		x	x	x	
12. Card catalog	x	x	x		
13. Dewey decimal system	x	x			
14. Index		x	x		

Index for Work-Study Skills Packet Continued

Specific Objectives	Levels Assessed				
	3/P	5/I	8/M	11/S	
Map Skills					
1. Symbols	x	x			
2. Scale	x	x			
3. Title		x			
4. Site location		x			
5. Topographical features		x			
Globe Skills					
1. Symbols	x	x			
2. Scale	x	x			
3. Title	x	x			
4. Site location		x			
5. Topographical features		x			
6. Map and globe coordination		x			
Flexibility of Rate					
1. Skimming			x	x	
2. Rate			x	x	

Glossary of Terms

Comment: Although most of the definitions appearing in the Glossary of Terms are general reading terms, some of the definitions apply only to their use in the DPRS.

Affective Domain: the area which pertains to feelings and emotions; a classification which includes objectives pertaining to the development of one's interests, attitudes, values, appreciations, and adjustments.

Assessments: this title (when capitalized) refers to the sheets of items that measure a student's mastery of a particular reading skill.

Comprehension Skills: those skills which give meaning to a unit longer than a single word; skills which involve denotative (literal), connotative (interpretive), and critical reading (evaluation) skills; one of the Sections of the DPRS.

Context, In: a method which requires the reader to determine the meaning of a word from its relationship to the other words in the passage.

Criterion-Referenced Testing: testing based upon a specific objective and designed to determine whether or not the learner has accomplished the objective. A Criterion-referenced test item (assessment item) has five parts which include:

1. Congruence - the item corresponds directly to the specific objective, including, more specifically, the situation, action, object and limits.
2. Comprehensibility - the item is so stated that the learner clearly understands what is expected of him.
3. Objectivity - the item is stated in such a way that teachers can clearly determine whether or not the learner has demonstrated an acceptable performance.
4. Integrity - the correct answer, in and of itself, provides proof that the learner has mastered the performance objective (specific objective).
5. Equivalence - if two or more items correspond to a single objective, each item in the set is a true alternate, in that a student who passes (or fails) one item on a given occasion would be expected to pass (or fail) any other item in the set.

Frustration Reading Level: the level at which the pupil experiences great difficulty in reading the materials and appears emotionally tense and uncomfortable. At this level the pupil's fluency disappears, word recognition errors are numerous, and comprehension is poor.

General Objective: See Pre-Objective.

Generic Competency: a global competency necessary for any teaching situation, not only for effective use of the DPRS.

Individually Prescribed Instruction: a type of instruction characterized by the use of individual assignments or prescriptions for each pupil written by the teacher on the basis of each pupil's strengths and weaknesses as shown by the results of placement tests (pre-assessments) and evaluation tests (post-assessments) completed by the pupils periodically.

Instructional Reading Level: the level at which the pupil can read a passage of 100 running words with fewer than eight word recognition errors, without tension, and can answer seven out of ten comprehension questions. This is the level at which systematic instruction can be initiated.

Needs Assessment: (1) a survey method of assisting individual schools to evaluate their current reading program, personnel, and achievement in a relatively short period of time, as a prelude to planning a more effective approach to reading instruction; (2) in general terms, a survey to identify any needs, i.e. a student's strengths and weaknesses in reading skills.

Norm-Referenced Testing: See Standardized Testing.

Performance Objective: (Specific Objective): a statement in precise terms as a particular measurable behavior to be exhibited by the learner under specified conditions. It possesses each of the following elements or characteristics:

1. Situation - the mode in which stimuli are to be presented
2. Action - what the learner is to do and what he is to use to perform the action
3. Object - the object on which the learner is to operate
4. Limits - the specified boundaries of the task
5. Measurability - how the learner's attempt to accomplish the objective can be evaluated
6. Communicability - the fact that one, and only one, interpretation of the objective is reasonably possible
7. Criterion - the degree of proficiency required

Pre-Objective (General Objective): a general statement which identifies major skills within a particular domain, such as the set of skills needed for reading, and which contains the elements of situation, action, and limits. A pre-objective is less specific than a performance objective.

Pre-Reading Skills: those skills which must be mastered as a prerequisite to mastering reading of printed matter with comprehension, i.e. Auditory Discrimination, Visual Discrimination, etc.; one of the Sections of the DPRS.

Prerequisite Competency: a competency which enables a learner to move to the next difficulty level of a skill. In DPRS they refer to the skills the teacher should have mastered before attempting the skills contained in the Modules.

Readability Level: (1) the primary definition of readability level is the level of difficulty of assessment items and materials, determined by such factors as: vocabulary, sentence structure, length, and content. The level is described in the DPRS in terms of school grade levels, i.e. first grade level, second grade level, etc., or as "P" for primary grade levels, "I" for intermediate grade levels, etc. The readability level of the material must correspond to a student's instructional level before the materials can be used by that student. (2) the secondary definition of readability level has evolved through usage over the past few years. Since instructional level is dictated by the readability level of material then it is not surprising that teachers have begun using the term Readability Level when they mean Instructional Level. This is acceptable as long as the teacher is aware of the true meaning of the term.

Specific Competency: a competency directly related to a particular teaching skill. In DPRS, specific competencies are those which are taught through the teacher training Modules and which are identified in the Teacher Competencies booklet, as well as in each Module.

Specific Objective: See Performance Objective.

Standardized (Norm-Referenced) Testing: testing which is done on a large and representational sampling of the population and which is analyzed to establish reliability, validity, and norms. The results can be interpreted in a comparative manner if the specific directions for administering the test are followed. The scores obtained from a standardized reading test compare a student with others at his grade level, but do not indicate his specific strengths or weaknesses as does a criterion-referenced test.

Word Attack Skills: those skills which give meaning to a single word, through sounding (decoding), through analyzing the parts of the word (commonly called structural analysis), through the use of context clues, through the study of vocabulary relationships (synonyms, etc.), and through the study of abbreviations, symbols, and acronyms; one of the Sections of the DPRS.

Work-Study Skills: those skills necessary to locate specific information in factual materials; special comprehension skills which require the gathering of information, reasoning, and application, as well as the understanding of materials read, i.e. map reading, dictionary skills, etc.; one of the Sections of the DPRS.

Publishers' Code

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AMSCO	AMSCO School Publications, Inc. 315 Hudson St., New York, NY 10013
Ann Arbo	Ann Arbor Publishers P. O. Box 388, Worthington, Ohio 43085
Barn Loft	Barnell Loft, Ltd. 958 Church St., Baldwin, NY 11510
Bell Howe	Bell & Howell Old Mansfield Road, Wooster, Ohio
Bene Pres	Benefic Press 10300 W. Roosevelt Rd., Westchester, Ill. 60153
Borg Warn	Borg Warner Educational Systems 600 W. University Dr., Arlington Heights, Ill. 60004
Bowmar	Bowmar 622 Rodier Dr., Glendale, Calif. 91202
Char Merr	Charles E. Merrill Publishing Co. A Bell & Howell Company 1300 Alum Creek Dr., Columbus, Ohio 43216
Clas Mate	Classroom Films Distributors 5610 Hollywood Blvd., Los Angeles, Calif. 90028
Cont Pres	The Continental Press, Inc. Elizabethtown, Pa. 17022

Publishers' Code Continued

Code	Publisher and Address
Coro Film	Coronet Films 65 E. South Water Street, Chicago, Ill. 60601
Croft	Croft Educational Services, Inc. 100 Garfield Ave., New London, Conn. 06320
Curr Asso	Curriculum Associates 94 Bridge St., Chapel Bridge Park, Newton, Mass. 02158
DC Heat	D. C. Heath and Co. 125 Spring St., Lexington, Mass. 02173
Dade Coun	Dade County Textbook Department 2210 S. W. 3 Street, Miami, Florida 33135
Deno Gepp	Denoyer Geppart Audio Visuals 5235 Ravenswood, Chicago, Ill. 60640
Deve Lear	Developmental Learning Materials 7440 Natchez Ave., Niles, Ill. 60648
Economy	The Economy Company P. O. Box 25308, 1901 N. Walnut, Oklahoma City, Okla. 73125
Educ Deve	Educational Development Corporation P. O. Drawer 1007, Lakeland, Fla. 33802
Educ Elec	Educational Electronics 220 N. E. 46 Street, Oklahoma City, Okla. 73105
Ency Brit	Encyclopedia Britannica Inc. 425 N. Michigan Ave., Chicago, Ill. 60611
ESP	ESP Inc. 1201 E. Johnson, Jonesboro, Ark. 72401
Eye Gate	Eye Gate 146-01 Archer Ave., Jamaica, NY 11435
Field	Field Educational Publications, Inc. 2400 Hanover Street, Palo Alto, Calif. 94304
Film Hous	Filmstrip House 432 Park Ave., S, New York, NY 10016
Follett	Follett Publishing Co. 1010 W. Washington Blvd., Chicago, Ill. 60607

Publishers' Code Continued

Code	Publisher and Address
Garrard	Garrard Publishing Co. Champaign, Ill. 61820
Gel-Sten	Gel-Sten Supply 68816 Summit Dr., Cathedral City, Calif. 92234
Ginn	Ginn and Co. A Xerox Education Co. 191 Spring St., Lexington, Mass. 02173
Crol Educ	Grolier Educational Corp. 845 Third Ave., New York, NY 10022
Gros Dunl	Grosset-Dunlap, Inc. 51 Madison Ave., New York, NY 10010
Harc Brac	Harcourt, Brace & World 757 Third Ave., New York, NY 10017
Harp Row	Harper & Row Publishers, Inc. 2500 Crawford Ave., Evanston, Ill. 60201
Haye Scho	Hayes School Publishing Co., Inc. 321 Pennwood Ave., Wilkinsburg, Pa. 15221
Holt Rine	Holt, Rinehart and Winston, Pub. 383 Madison Ave., New York, NY 10017
Houg Miff	Houghton Mifflin 666 Miami Circle NE, Atlanta, Ga. 30324
Ideal	Ideal School Supply Co. Oak Lawn, Ill. 60453
IMED	I.M.E.D. 7115 6th Ave., N.W., Bradenton, Fla. 33505
Imperial	Imperial International Learning Corporation Box 548, Kankakee, Ill. 60901
Inst Mate	Instructional Materials Co., Inc. P. O. Box 4193, Charlotte, N.C. 28204
Instruct	The Instructo Corp. Paoli, Pa. 19301

Publishers' Code Continued

Code	Publisher and Address
JB Lipp	J. B. Lippincott Co. East Washington Sq., Philadelphia, Pa. 19105
Jenn Publ	Jenn Publications 815-25 E.Market St., P. O. Box 1155, Louisville, Ky.
Kenworth	Kenworthy Educational Services 138 Allen St., P. O. Box 3031, Buffalo, N.Y. 14205
Keys Prod	Keys Productions, Inc. 24 Danbury Rd., Wilton, Conn. 06897
Laid Brot	Laidlaw Brothers Division of Doubleday Thatcher and Madison, River Forest, Ill. 60305
Lyon Carn	Lyons & Carnahan Rand McNally & Co. Box 7600, Chicago, Ill. 60680
Macmilla	Macmillan Publishing Co. 1586 Stone Ridge Dr., Atlanta, Ga. 30083
McCo Math	McCormick-Mathers Publishing Co. 300 Pike St., Cincinnati, Ohio 45202
McGr Hill	McGraw-Hill, Inc. 1221 Avenue of the Americas, New York, NY 10020
Mead Educ	Mead Educational Services 1391 Chattahoochee Ave. N.W., Atlanta, Ga. 30318
Mill Publ	Milliken Publishing Co. 611 Olive St., St.Louis, Mo. 63101
Milt Brad	Milton Bradley Springfield, Mass. 01101
MIND	MIND, Inc. 1133 Avenue of the Americas, New York, NY 10036
Mode Curr	Modern Curriculum Press Cleveland, Ohio 44136
New Dime	New Dimensions in Education, Inc. 160 Dupont St., Plainview, NY 11803

Publishers' Code Continued

Code	Publisher and Address
Nobl Nobl	Noble and Noble Publishers, Inc. 1 Dag Hammarskjold Plaza 245 E. 47th St., New York, NY 10017
Oxfo Book	Oxford Book Company, Inc. 11 Park Place, New York, NY 10007
Polaski	Polaski Company, Inc. P. O. Box 7466, Philadelphia, Pa. 19101
Pren Hall	Prentice-Hall Englewood Cliffs, NJ 07632
Psyc Tech	Psychotechnics, Inc. 1900 Pickwick Ave., Glenview, Ill. 60025
Rand McNa	Rand McNally & Co. Box 7600, Chicago, Ill. 60680
Rand Hous	Random House 201 E. 50 St., New York, NY 10022
Read Dige	Reader's Digest Services, Inc. Pleasantville, NY 10570
Read Lab	The Reading Laboratory, Inc. 55 Day Street, South Norwalk, Conn. 06854
Rhee Manu	Rheem Manufacturers Califone International, Inc. 5922 Bowcroft St., Los Angeles, Calif. 90016
SRA	Science Research Associates, Inc. 259 E. Erie St., Chicago, Ill. 60611
Scholast	Scholastic Book Services 904 Sylvan Ave., Englewood Cliffs, NJ 07632
Scot Fore	Scott Foresman and Co. 1900 E. Lake Ave., Glenview, Ill. 60025
Singer	Singer Society for Visual Education, Inc. 1345 Diversy Parkway, Chicago, Ill. 60614
Stec Varg	Steck-Vaughn Co. P. O. Box 2028, Vaughn Bldg., Austin, Texas 78767

Publishers' Code Continued

Code	Publisher and Address
Sout Bell	Southern Bell Telephone and Telegraph Co. 51 Ivy, Atlanta, Ga.
Sout Regi	Southern Regional Educational Board 130 6th St., N.W., Atlanta, Ga. 30313
Tach Film	Tachistoscope Films, A/V Concepts Corp. 756 Grand Blvd., Deer Park, LI, NY 11729
Teac Publ	Teacher Publications Division of Macmillan 866 Third Ave., New York, NY 10022
Trol Asso	Troll Associates 320 Rt. 17, Mahwah, N.J.
Tuto Teac	Tutorgram Teaching Systems Educational Specialty Products P. O. Box 3723, Oak Park, Mich. 48237
Visu Mate	Visual Materials, Inc. 2549 Middlefield Rd., Redwood City, Calif. 94063
Webe Cost	Weber Costello 1900 N. Narragansett, Chicago, Ill. 60639
Webster	Webster/McGraw-Hill, Inc. 1221 Avenue of the Americas, New York, NY 10020
Wint Have	Winter Haven Lions Research Foundation, Inc. P. O. Box 111, Winter Haven, Fla. 33880
Wins Pres	Winston Press, Inc. Division of CBS, Inc. 2211 Michigan Ave., P. O. Box 1795, Santa Monica, Calif. 90406
Wollensa	Wollensak/3M Co. Bldg. 224-6E, 3 M Center, St. Paul, Minn. 55101

Phonetic Key

The grapheme-phoneme area of this Catalog is based on the following phonetic key. This particular key was developed after consideration of the keys used in readers and dictionaries on state adoption. Thought was given to using a key that would be acceptable to classroom teachers and in common use.

/a/	at	/ü/	use		
/ā/	ate	/ó/	auto		
/e/	end	/ói/	boy		
/ē/	eat	/ou/	out		
/i/	it	/ú/	put		
/ī/	ice	/ch/	chair	/ŋ/	sing
/o/	on	/sh/	shoe		
/ō/	open	/th/	thin	/zh/	treasure
/u/	cup (stressed)	/th/	then		
/ə/	about (unstressed)	/hw/	whip		

/b/	bat	/j/	jar	/r/	run
/c/	cat	/k/	kite	/s/	so
/d/	do	/l/	let	/t/	top
/f/	fat	/m/	man	/v/	vine
/g/	go	/n/	no	/w/	we
/h/	hat	/p/	pear	/y/	yard
		/z/	zoo		